

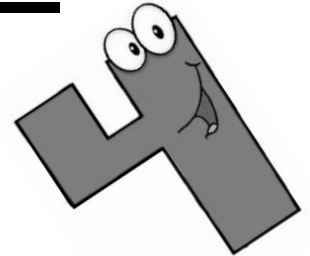


FIRST TERM

PRIMARY 2



MATH



Name:

Class:

No. :

INDEX

Chapter 1

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Lesson 2: Make a bar graph

Lesson 3: Horizontal bar graph

Lesson 4: Table and bar graph

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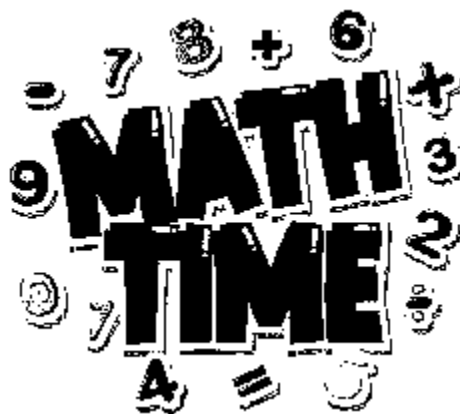
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Remember



Months of Year

January

February

March

April

May

June

July

August

September

October

November

December



Friday

Saturday

Thursday

Sunday

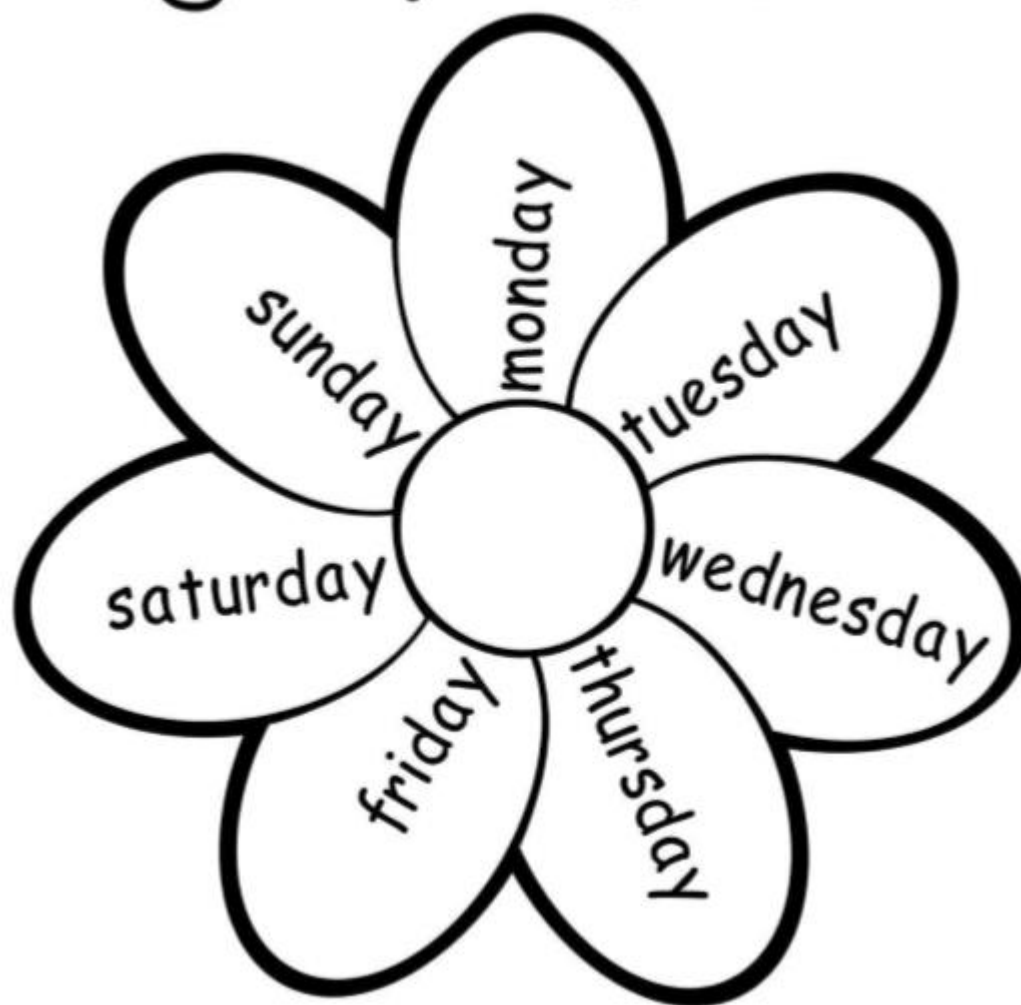
Days of the week

Wednesday

Monday

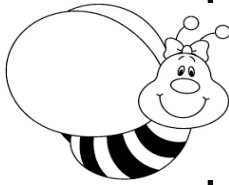
Tuesday

days of the week



sunday red
monday yellow
tuesday pink
wednesday green





thursday orange
friday blue
saturday purple

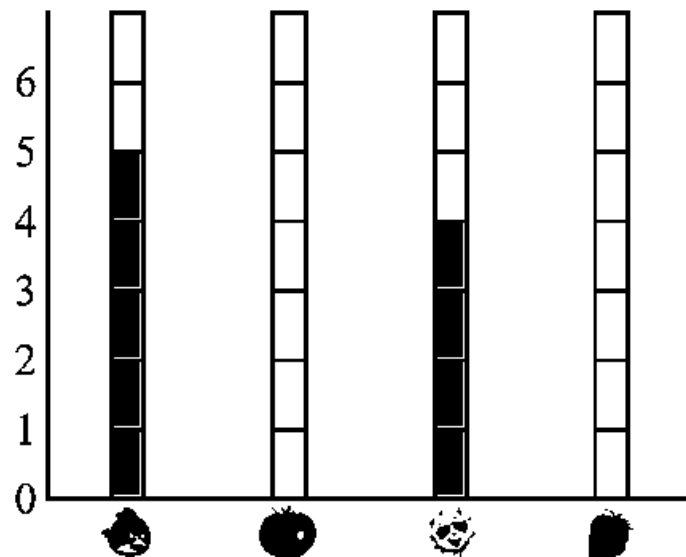


chapter1
Sheet 1
Lessons 1, 2, 3 and4

The bar graph is a chart uses bars (or columns) to show amounts.

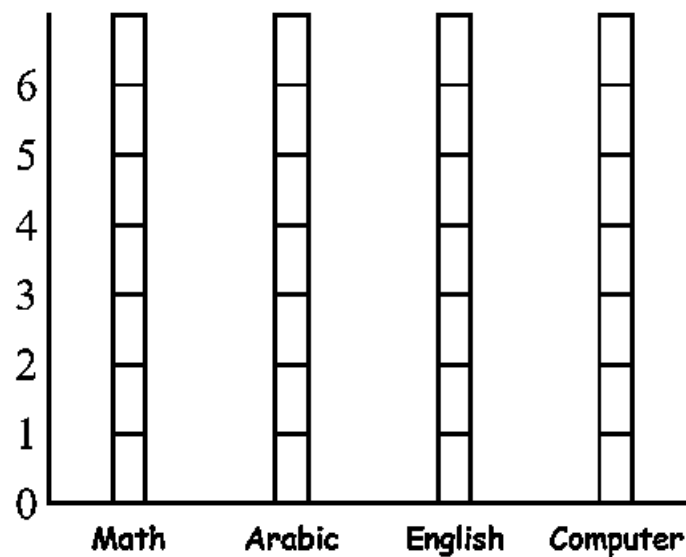
EXAMPLE:

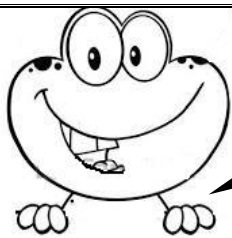
Preferred subject	Number
	5
	3
	4
	6



[1] Color the graph:

Preferred subject	Number
Math	4
Arabic	6
English	5
Computer	4

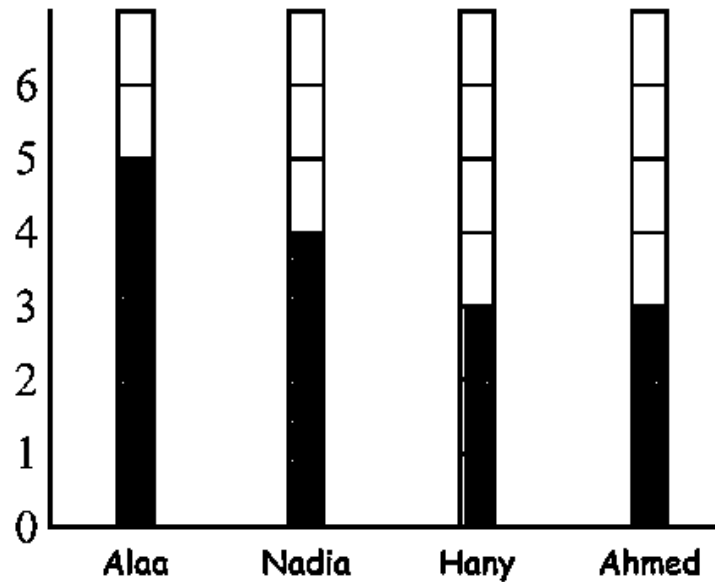









Solve

[2] Complete the following table:

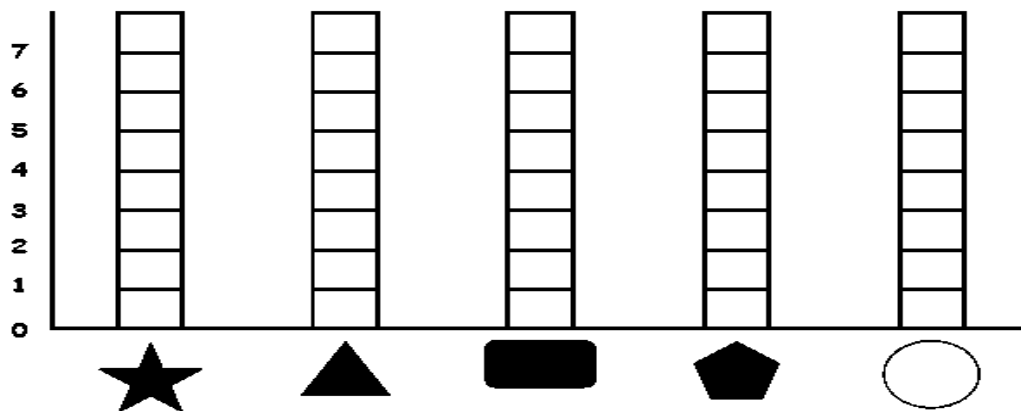
Name	Money
Alaa
Nadia
Hany
Ahmed

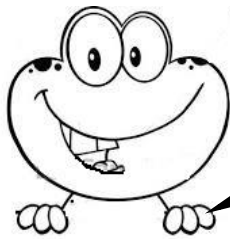


Complete the following table:

Shape					
Number					

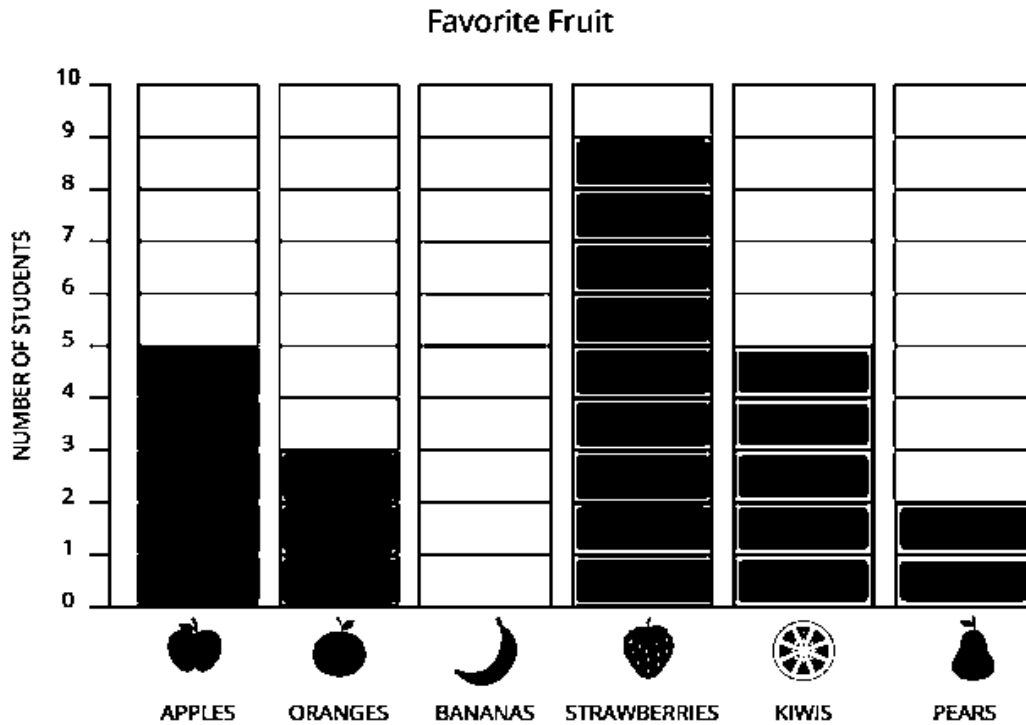
Represent the previous table graphically:





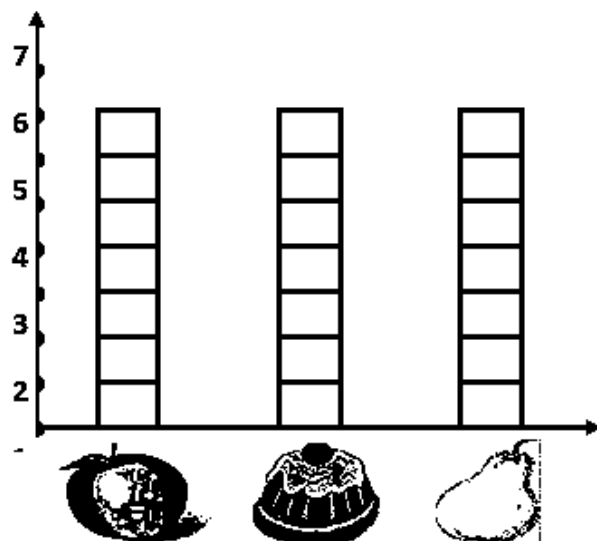
Solve

[8] Notice, and then answer the questions:



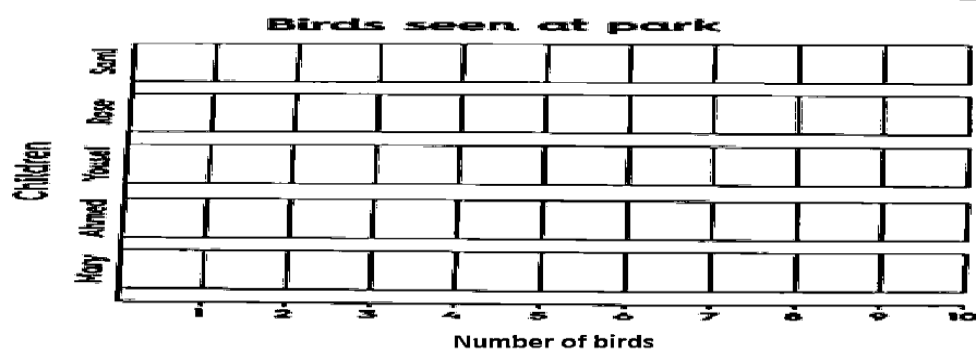
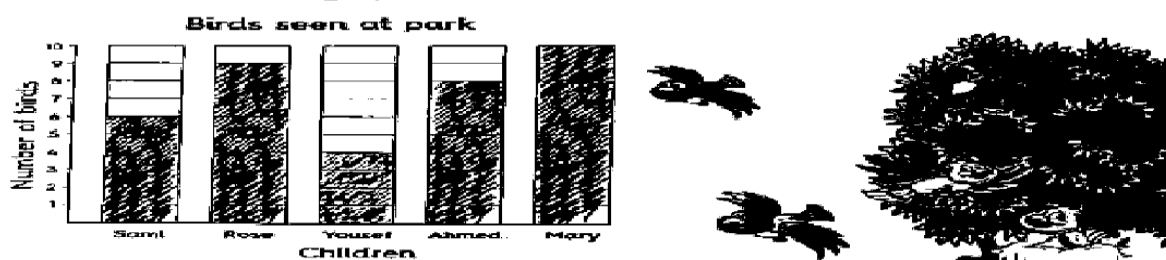
1. How many more people liked strawberries than pears? _____
2. How many people all together liked kiwis, apples, and oranges? _____
3. How many more people liked strawberries than oranges? _____
4. How many people in all liked apples, bananas, and pears? _____
5. How many people in total shared which fruit they liked best? _____

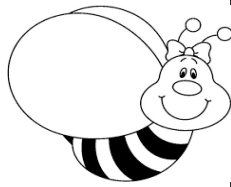
Complete the bar graph :



The type	No.
	5
	6
	3

5 Convert the same information from the vertical bar graph into a horizontal bar graph.





Sheet 2

Lessons 5, 6 and 7

A **bar graph** is a way to represent data visually.
Reading a bar graph gives you information.

Here are some information
from the opposite bar graph :

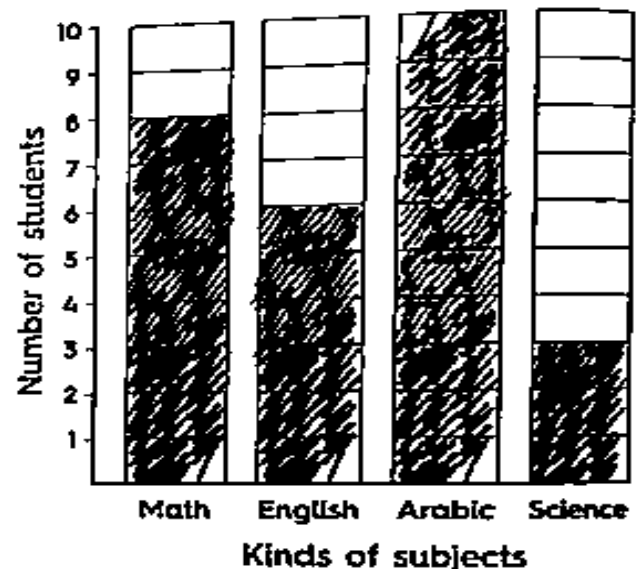
- The subject which
liked the least
is **science**.

-
- The subject which
liked the most
is **Arabic**.

-
- The number of students who liked
math and English is **14**.

-
- The number of students who liked
more Arabic than science is **7**.
-

Subjects we like



Think

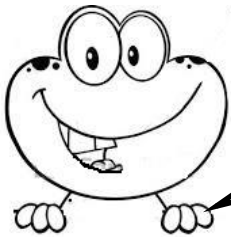
You can add to solve a problem.

$$8 + 6 = 14$$

Think

You can subtract to solve a problem.

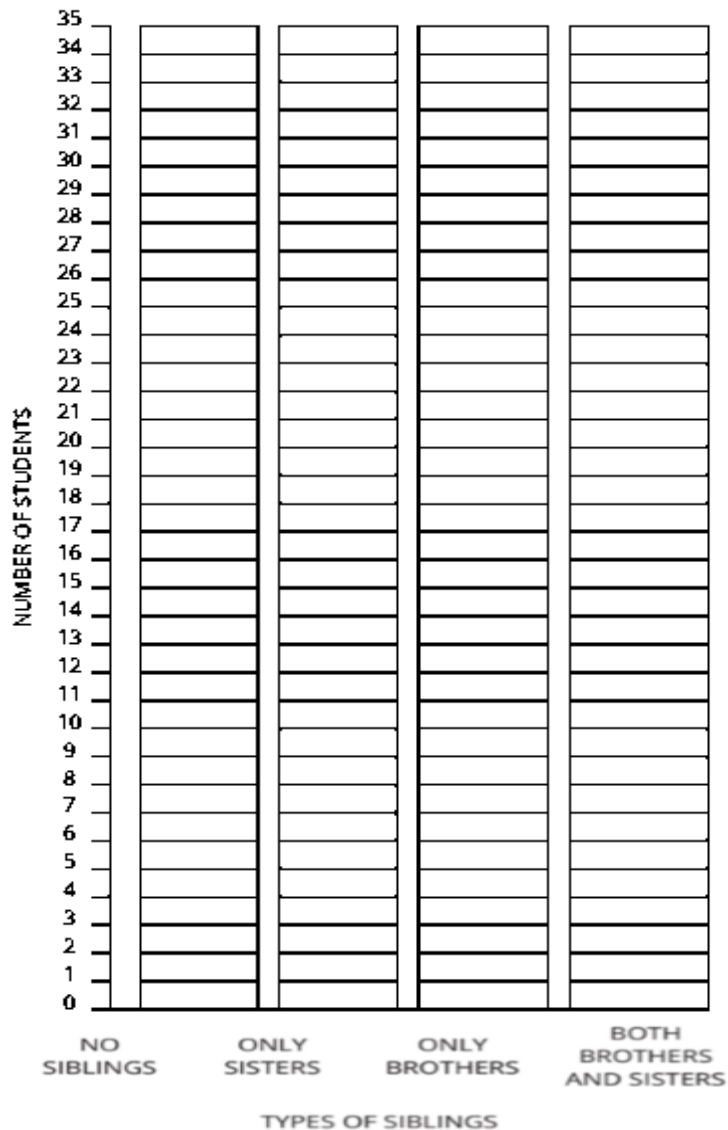
$$10 - 3 = 7$$



Solve

Group work: Each pupil identifies that if he has sisters, brothers, both or no siblings.

Siblings in Our Family



Bar graph with a scale of 2:

Pre-study

Start on 2 on the chart.

Count forward by 2s.

2, 4, 6, 8, 10, 12, ...

You skipped 3, 5, 7, 9, 11, ...

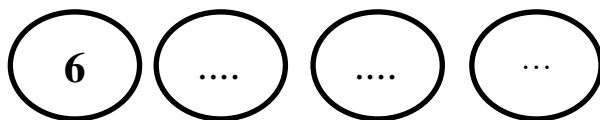
Skip counting by 2s will help you when working with a bar graph of a scale of 2



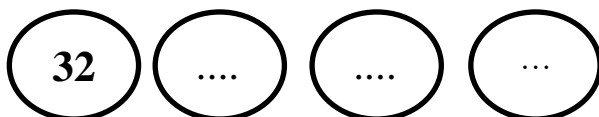
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Practice:

Start on 4. Skip count by 2s.



Start on 30. Skip count by 2s.



Bar graph with a scale of 10:

• Pre-study •

Start on 10 on the chart.

Count forward by 10s.

10, 20, 30, 40, 50, 60, ...

You simply move down one row each time.

Skip counting by 10s will help you when working with a bar graph of a scale of 10.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Practice:

Start on 5. Skip count by 10 s.



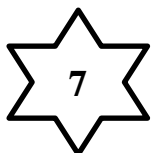
15

....

....

...

Start on 7. Skip count by 10 s.

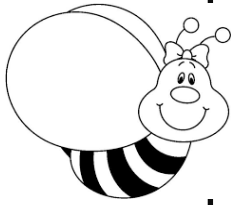


17

....

....

...



Chapter 1
Sheet 3
Lessons 8, 9 and 10

Collecting data

Direct
box o

WHICH SUM IS ROLLED THE MOST?

NUMBER OF ROLLS

2

3

4

5

6

7

8

9

10

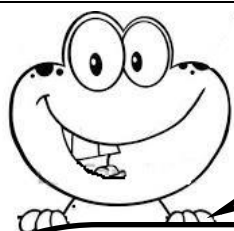
11

12

SUMS

SUMS

The winning SUM is _____





































Solve



[1:] Notice, and then answer the questions:

Directions: Look at the Pick A Flower pictograph and then answer the questions below.

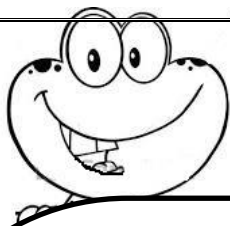
Pick a Flower

MONDAY	        
TUESDAY	   
WEDNESDAY	  
THURSDAY	            
FRIDAY	    

KEY

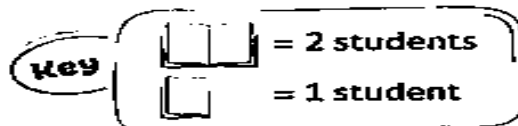
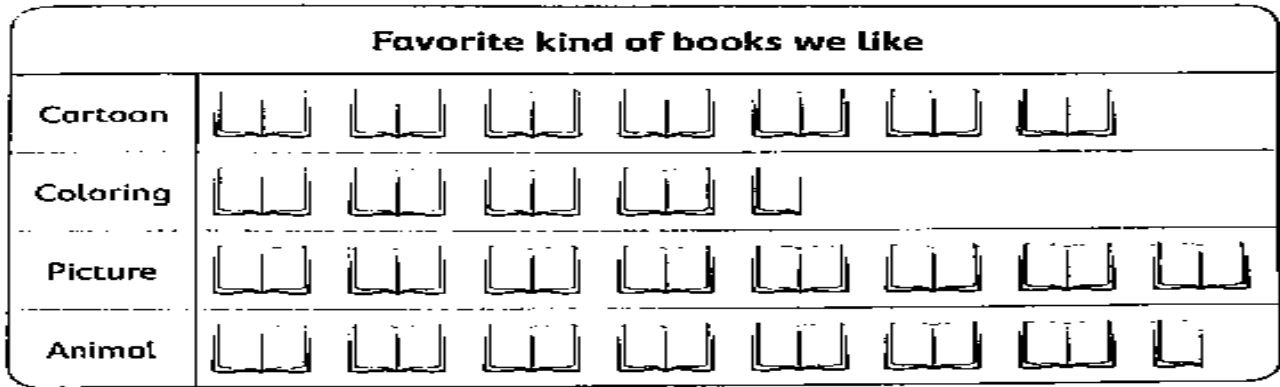
-  = 1 flower
 = 2 flowers

1. How many flowers were picked on Monday? _____
2. How many flowers were picked on Thursday? _____
3. Did any two days have the same number of flowers picked? _____
4. How many flowers were picked on Monday and Tuesday? _____
5. Which day had the least number of flowers picked? _____
6. Which day had the most number of flowers picked? _____
7. How many more flowers were picked on Thursday than Wednesday? _____
8. How many flowers were picked on Monday, Tuesday, and Wednesday? _____



Solve

Use the pictograph and its key to answer the questions.



How many students liked cartoon books best ? _____

How many students liked coloring books best ? _____

How many students liked picture books best ? _____

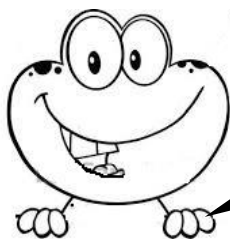
How many students liked animal books best ? _____

Which kind of books is liked the most ? _____

Which kind of books is liked the least ? _____





















How many more students liked cartoon books than coloring books ? _____

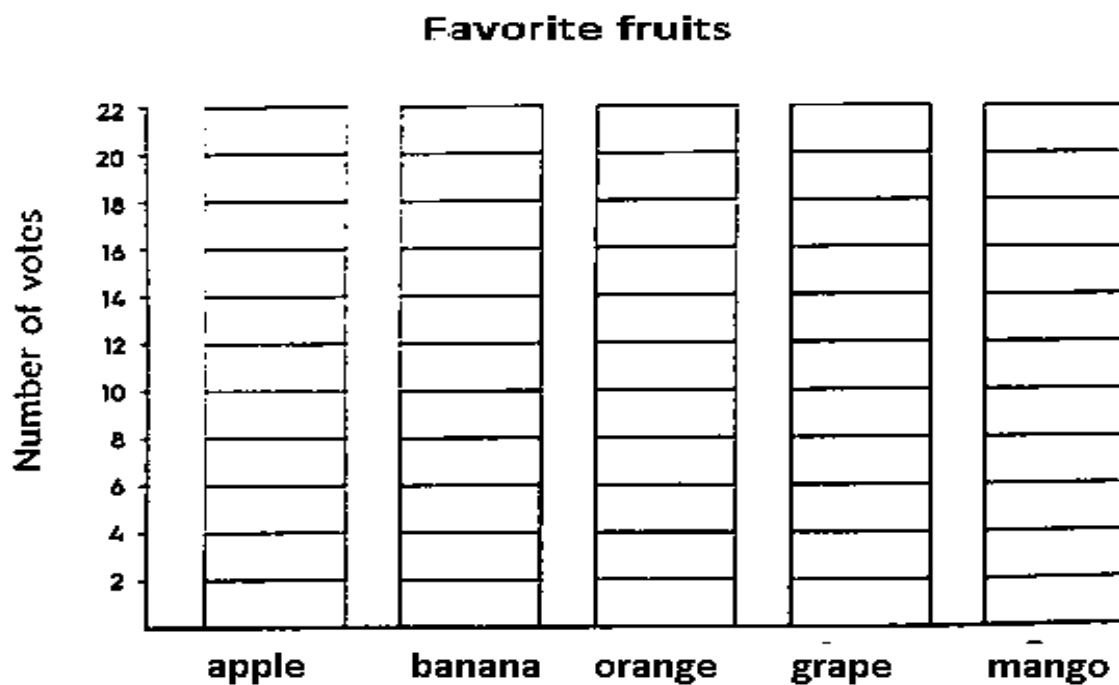
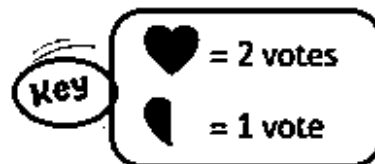
How many students in all liked picture books
and animal books ? _____



Solve

Convert the same information from the pictograph into a bar graph.

Favorite fruits	
apple	     
banana	  
Orange	   
Grape	 
mango	    



☐ Colorful bars

Chapter 2

Sheet 4

Lesson 11: Doubles, doubles plus one

Doubles

Complete:



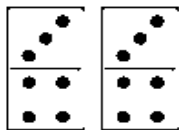


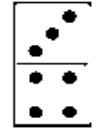


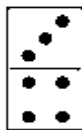




















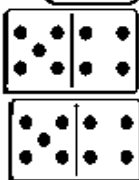


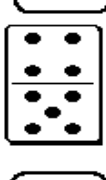


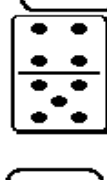




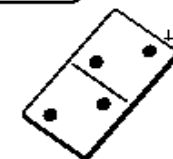


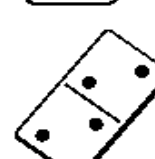



























Draw dots to make these doubles. Write the number sentence.




$3 + 3 = 6$




$+ =$




$+ =$




$+ =$




$+ =$




$+ =$




$+ =$



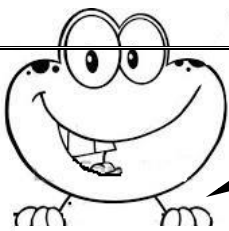
$+ =$



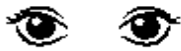
$+ =$



$+ =$



Solve



$1 + 1 = \underline{\quad}$



$6 + 6 = \underline{\quad}$



$2 + 2 = \underline{\quad}$



$7 + 7 = \underline{\quad}$



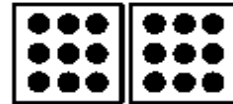
$3 + 3 = \underline{\quad}$



$8 + 8 = \underline{\quad}$



$4 + 4 = \underline{\quad}$



$9 + 9 = \underline{\quad}$



$5 + 5 = \underline{\quad}$



$10 + 10 = \underline{\quad}$

Directions: Use the Doubles mental math strategy to solve.

$1 + 2 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

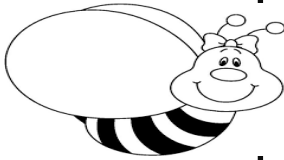
$5 + 6 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$7 + 8 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$10 + 10 = \underline{\quad}$



Chapter 2

Sheet 5

Lesson12: Counting on to add and subtract.

To find the sum . start with the grater number
(put it in your mind) and count on your fingers
the smaller number.

What is $8 + 2$?

Say 8
Count on 2 more.
9,10
The sum is 10

$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$

What is $4 + 12$?

Say 12
Count on 4 more.
13,14,15,16
The sum is 16

$$\begin{array}{r} 4 \\ + 12 \\ \hline 16 \end{array}$$

Look

When you add, the
answer is called
the sum.

Add:

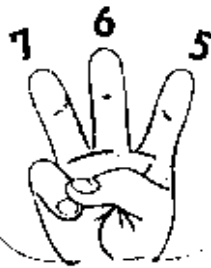
- $10 + 5 = \dots\dots$
- $16 + 3 = \dots\dots$
- $6 + 9 = \dots\dots$
- $8 + 7 = \dots\dots$
- $14 + 2 = \dots\dots$
- $9 + 4 = \dots\dots$
- $11 + 9 = \dots\dots$

To subtract:

Count on to find the **difference** . Start with the smaller number.

What is $7 - 4$?

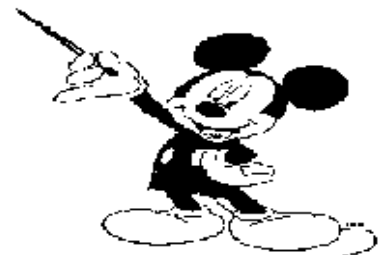
Use your fingers to count on after 4 to reach 7.



You raised 3 fingers.

$$\begin{array}{r} 7 \\ - 4 \\ \hline 3 \end{array}$$

When you subtract,
the answer is called
the difference.



Add:

- $10 - 5 = \dots\dots$
- $16 - 3 = \dots\dots$
- $16 + 9 = \dots\dots\dots$
- $8 - 7 = \dots\dots\dots$
- $14 - 2 = \dots\dots\dots$
- $9 - 4 = \dots\dots\dots$
- $13 - 9 = \dots\dots\dots$



Chapter 2

Sheet 6

Lesson13: Adding and subtracting 10

[1] Use the number chart to find the results:

91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

To add $12 + 10$



Jump up one step

Then:

$$12 + 10 = 22$$

Add:

- $20 + 10 = \dots\dots$
- $13 + 10 = \dots\dots$
- $55 + 20 = \dots\dots\dots$
- $18 + 50 = \dots\dots\dots$
- $19 + 30 = \dots\dots\dots$

[2] Use the number chart to find the results:

91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

To subtract $55 - 25$ Jump down 3 steps

Then: $55 - 25 = 30$

Subtract:

- $20 + 10 = \dots\dots$
- $13 + 10 = \dots\dots$
- $55 + 20 = \dots\dots\dots$
- $18 + 50 = \dots\dots\dots$
- $19 + 30 = \dots\dots\dots$

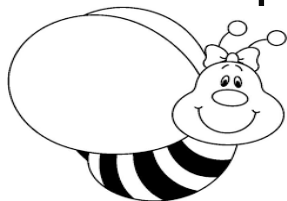
Solve:

$$35 + 20 = \dots\dots\dots$$

$$62 - 10 = \dots\dots\dots$$

$$46 + 50 = \dots\dots\dots$$

$$32 - 20 = \dots\dots\dots$$

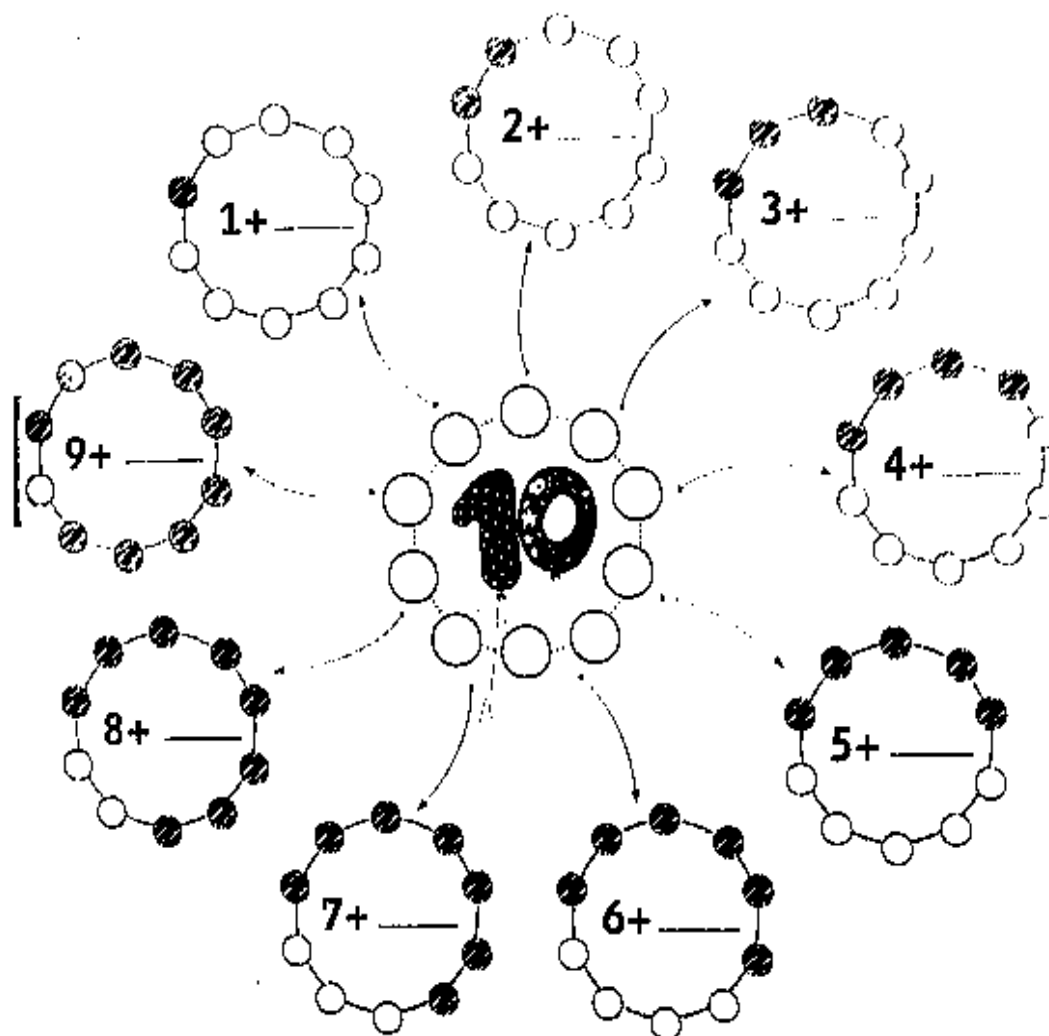


Chapter 2

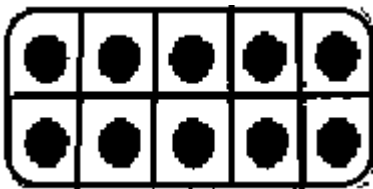
Sheet 7

Lesson 14: Make a 10 to add and subtract.

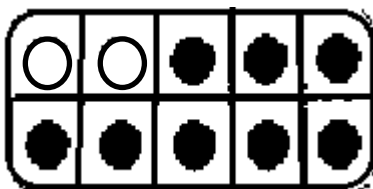
Find all ways to make a ten :



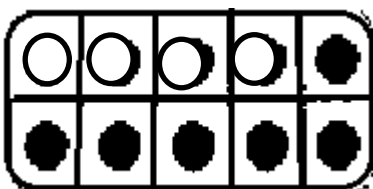
Components of 10



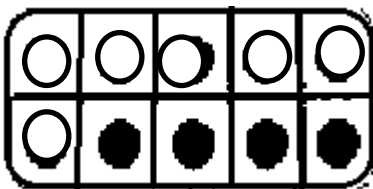
$$0 + 10 = 10$$



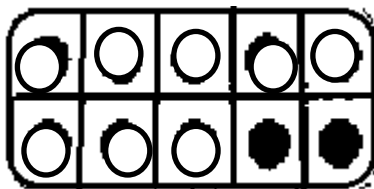
$$2 + 8 = 10$$



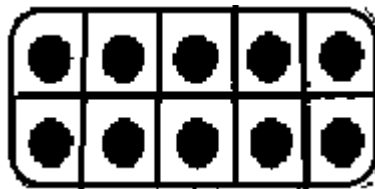
$$4 + 6 = 10$$



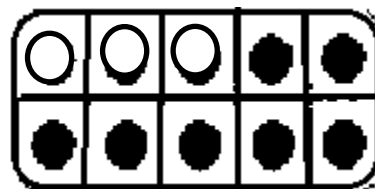
$$6 + 4 = 10$$



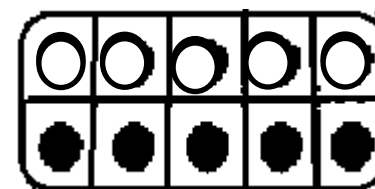
$$8 + 2 = 10$$



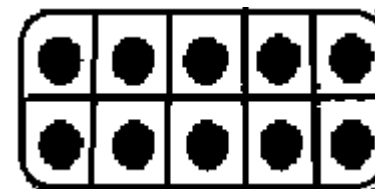
$$1 + 9 = 10$$



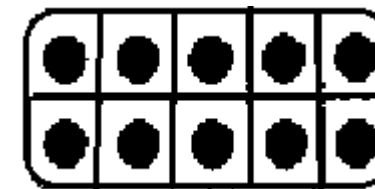
$$3 + 7 = 10$$



$$5 + 5 = 10$$



$$7 + 3 = 10$$

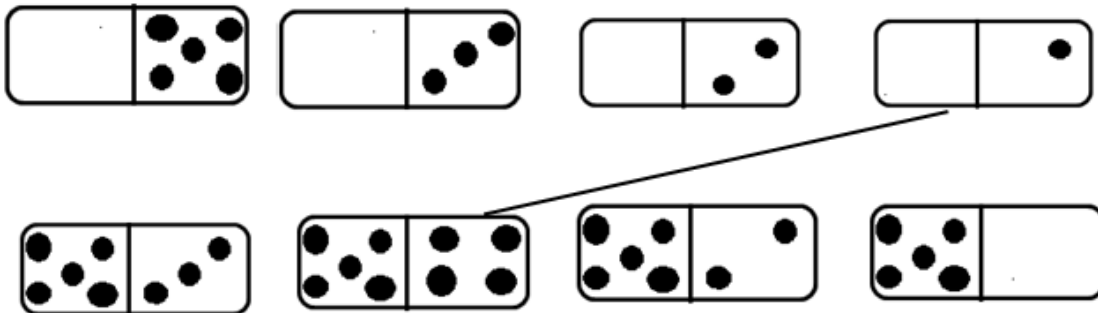


$$9 + 1 = 10$$



Solve

Join to get 10 :



[2] Complete:

$$0 + \square = 10$$

$$2 + \square = 10$$

$$3 + \square = 10$$

$$\square + 2 = 10$$

$$\square + 3 = 10$$

$$\square + 6 = 10$$

$$1 + \square = 10$$

$$\square + 0 = 10$$

$$\square + 10 = 10$$

$$4 + \square = 10$$

$$5 + \square = 10$$

$$8 + \square = 10$$

$$2 + \square = 10$$

$$\square + 4 = 10$$

$$8 + \square = 10$$

$$6 + \square = 10$$

$$7 + \square = 10$$

$$9 + \square = 10$$

[3] Circle the two numbers whose sum is 10:

2 5 8 3

3 2 7 1

3 2 8 1

1 5 6 9

9 5 6 5

7 4 6 5

7 4 3 5

2 0 7 10

[4] Complete:

$3 + 1 + 6 = \dots$

$1 + 2 + 7 = \dots$

$6 + 2 + 2 = \dots$

$3 + 4 + 3 = \dots$

$2 + 7 + 1 = \dots$

$6 + 1 + \dots = 10$

$5 + 1 + \dots = 10$

$5 + 5 + \dots = 10$

Draw:



Make a 10 to add

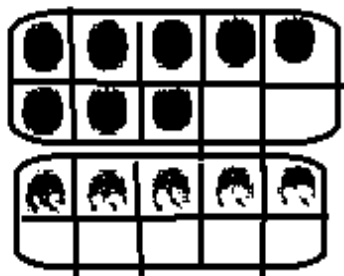
Find the sum of $8 + 5$.

First way

Show 8.

Then show 5.

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

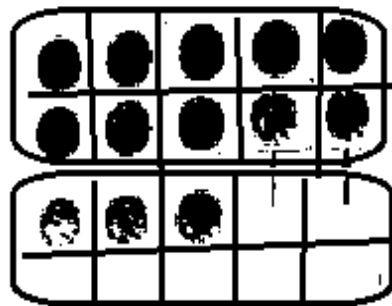


Make a ten.

8 is close to 10.

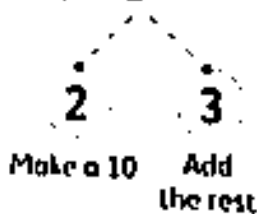
Move 2 counters into the ten frame.

$$\begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$$



Second way

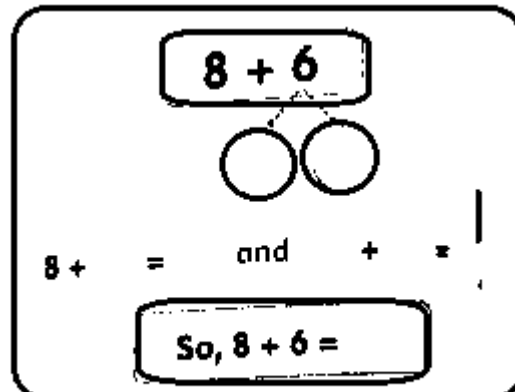
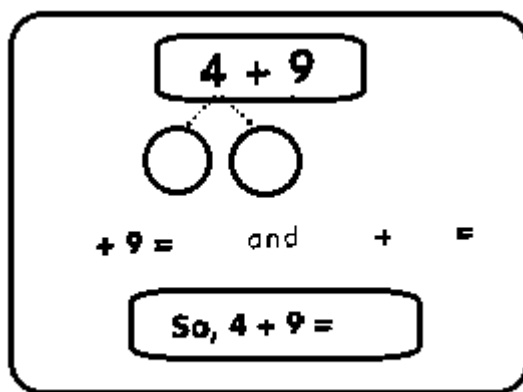
$$8 + 5$$



Break apart the 5.
Use 2 to make a ten.

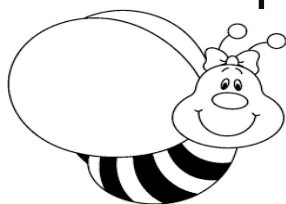
$$8 + 2 = 10 \quad \text{and} \quad 10 + 3 = 13$$

$$\text{So, } 8 + 5 = 13$$



Use the Tens mental math strategy to solve these problems:

1.	5 + 6	5 + _____ = 10	So, 5 + 6 = _____
2.	7 + 4	7 + _____ = 10	So, 7 + 4 = _____
3.	8 + 5	8 + _____ = 10	So, 8 + 5 = _____
4.	13 - 3	13 - _____ = 10	So, 13 - 3 = _____
5.	12 - 5	12 - _____ = 10	So, 12 - 5 = _____
6.	18 - 9	18 - _____ = 10	So, 18 - 9 = _____



Chapter 2

Sheet 8

Lesson15: Addition word problems.

Lesson16: subtraction word problems

Directions: Read the story problem. Use mental math strategies to find the answer. Then write a number sentence to show the problem.

1. Raja counted 7 ants crawling on the sidewalk. Then he found 3 more ants crawling. How many ants did Raja see in all?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

2. Miryam saw 8 birds flying in the sky. She also saw 4 birds sitting in a tree. How many birds did Miryam see in all?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

3. Mukhtar has 6 jelly beans in a jar. He has another 8 jelly beans in his pocket. How many jelly beans does Mukhtar have in all?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

4. Heba has 7 stickers. Her teacher gives her 9 more stickers. How many stickers does Heba have all together?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Directions: Read the story problem. Use mental math strategies to find the answer. Then write a number sentence to show the problem.

1. Salma has 18 figs. She eats 10 figs. How many figs does Salma have left?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

2. Ahmed gathers 15 rocks at the beach. He tosses 6 rocks into the water. How many rocks does Ahmed have left?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

3. Mustafa has 16 candies. He ate 6 candies. How many candies does Mustafa have left?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

4. Rashida bought 13 oranges. She gave 3 oranges to her father. How many oranges does she have now?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



Chapter 2

Sheet 9

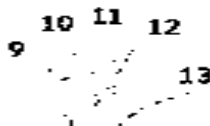
Lesson17: Finding a missing addend.

Addition problem solving using counting on strategy

✧ Write a number sentence.

$$\begin{array}{ccccccc}
 8 & + & ? & = & 15 \\
 \uparrow & & \uparrow & & \uparrow \\
 \text{What} & & \text{What his} & & \text{The sum} \\
 \text{Samah} & & \text{teacher} & & \\
 \text{had} & & \text{gave him} & &
 \end{array}$$

✧ Count on after 8 to reach 15.



- You raised 7 fingers.

$$\text{So, } 8 + 7 = 15$$

- His teacher gave him 7 books.

Addends are the numbers
you add together in addition
problem.

$$\begin{array}{ccccccc}
 9 & + & 3 & = & 12 \\
 \uparrow & & \uparrow & & \uparrow \\
 \text{addend} & & \text{addend} & & \text{sum}
 \end{array}$$

Solve

Ali has 6 pens. He bought some extra pens.
The number of pens with Ali became 14.
How many pens did Ali buy ?

$$6 + \dots\dots\dots = 14$$

At 8 p.m., Omar saw 3 stars in the sky. At 9 p.m., he saw 13 stars in the sky. How many stars were added to the sky between 8 p.m. and 9 p.m. ?

8 PM



9 PM

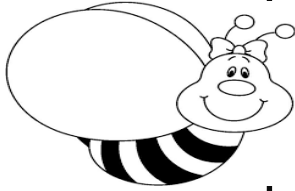


_____ + _____ = _____

Solve

- a) $5 + \dots\dots\dots = 12.$
- b) $6 + \dots\dots\dots = 10.$
- c) $15 + \dots\dots\dots = 18.$
- d) $23 + \dots\dots\dots = 25.$
- e) $0 + \dots\dots\dots = 7.$
- f) $8 + \dots\dots\dots = 8.$





Chapter 2

Sheet 10

Lesson 18: Finding a missing subtrahend

Subtraction problem solving using counting on strategy

☆ Write a number sentence.

$$15 - ? = 6$$

↑
Number of
birds were
flying

↑
Number of
birds landed
on the tree

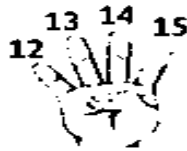
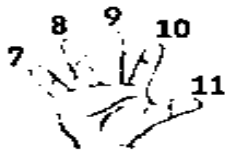
↑
Number of
birds still in
the air

Subtrahend is a number to
be subtracted from another
number.

$$9 - 3 = 6$$

↑
subtrahend

☆ Count on after 6 to reach 15.



- You raised 9 fingers.

$$\text{So, } 15 - 9 = 6$$

- 9 birds landed on the tree.

Solve

Maged has 12 apples. He gave some of them to his sister
and the left is 7 apples.

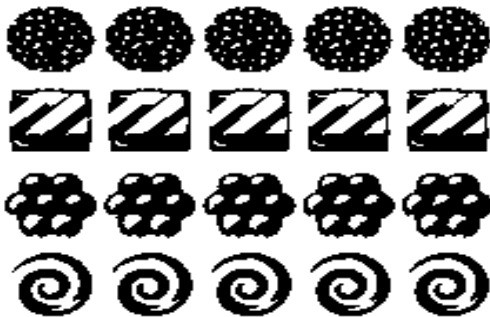
How many apples did he give to his sister ?

$$12 - \dots = 7$$

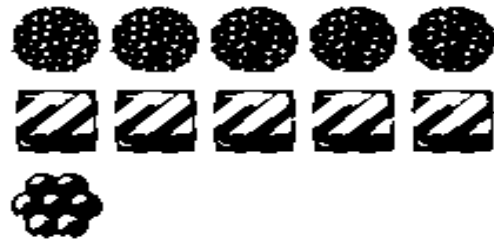
Before lunch, Aya had 20 candies. After lunch, Aya had 11 candies left.
How many candies did Aya eat at lunch?

_____ - _____ = _____

BEFORE LUNCH

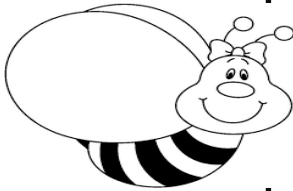


AFTER LUNCH



Solve

- a) $11 - \dots\dots\dots = 5.$
- b) $19 - \dots\dots\dots = 12.$
- c) $25 - \dots\dots\dots = 15.$
- d) $18 - \dots\dots\dots = 10.$



Chapter 2
Sheet 10
Lessons 19 and 20:
More practice on + and -

choose the correct answer:

$7 + \bigcirc = 14$

10 or 7 or 9

$13 + \bigcirc = 15$

3 or 12 or 2

$\bigcirc + 16 = 19$

2 or 3 or 4

$\bigcirc + 13 = 17$

4 or 14 or 3

$13 - \bigcirc = 5$

7 or 8 or 9

$15 - \bigcirc = 9$

6 or 7 or 8

$18 - \bigcirc = 10$

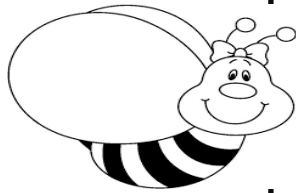
12 or 10 or 8

$12 - \bigcirc = 2$

6 or 8 or 10

$10 - \bigcirc = 5$

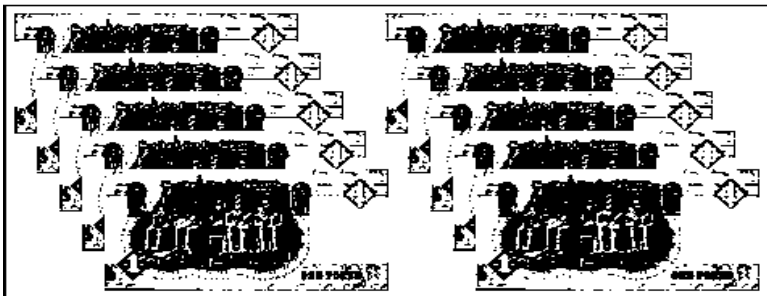
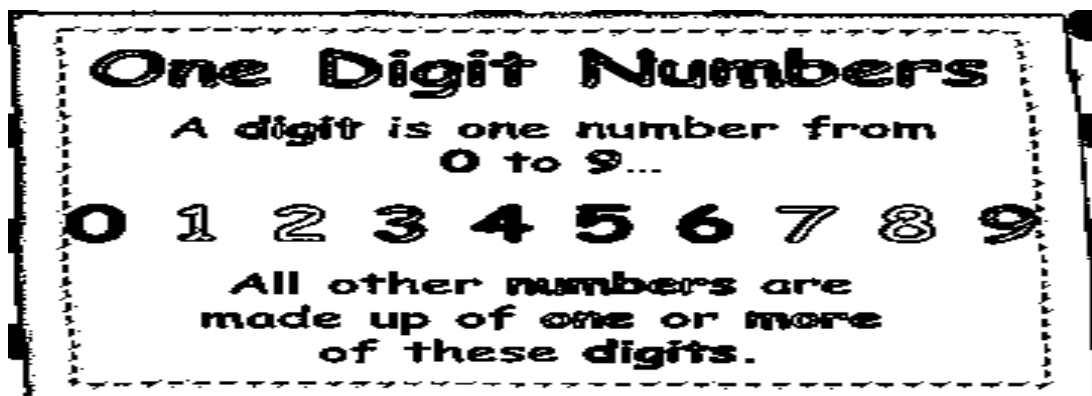
15 or 10 or 5



Chapter 3

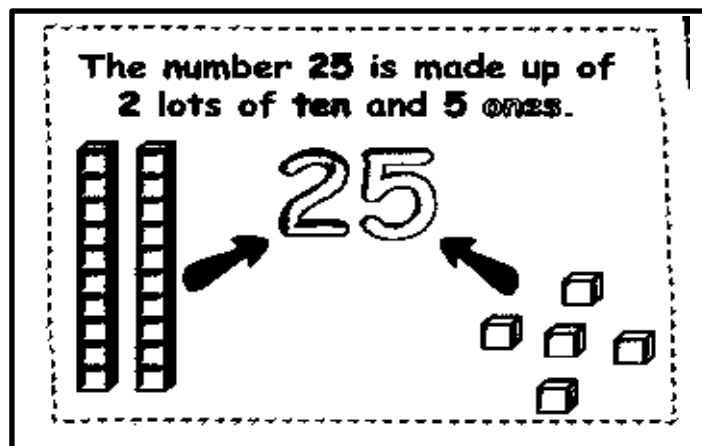
Sheet 11

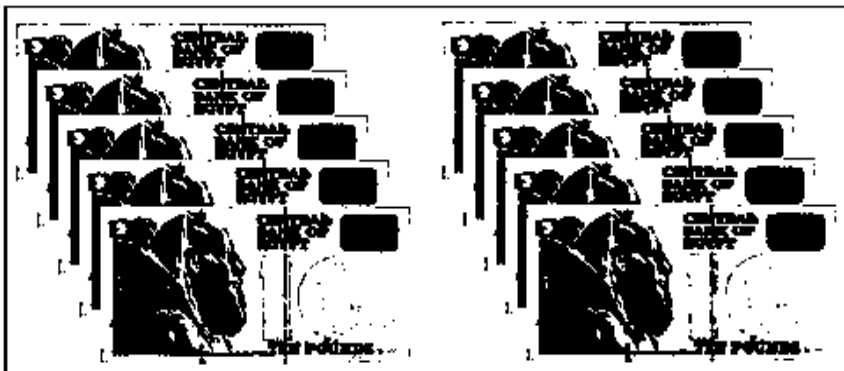
Lesson 21: Hundreds, tens and ones



10 ones = 1 ten.

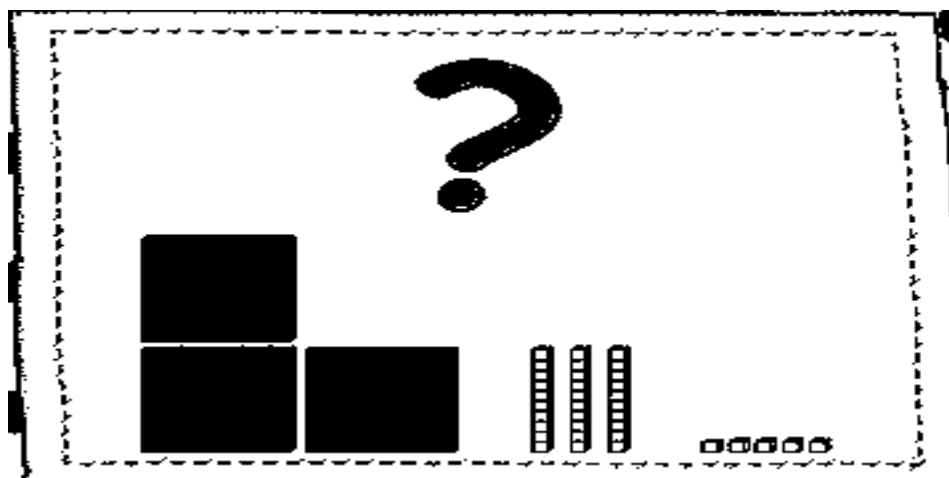
Then we can say that:





100 is 10 groups of ten.

Then complete:



[1]

750 = ones , tens and hundreds

666 = ones , tens and hundreds

837 = hundreds , tens and ones

239 = hundreds, tens and ones

[2] Write in digits:

1.	Five hundred and eighty-seven	= <input type="text"/>
2.	Six hundred and eleven	= <input type="text"/>
3.	Three hundred and seventy	= <input type="text"/>
4.	Nine hundred	= <input type="text"/>
5.	Seven hundred and sixty-seven	= <input type="text"/>
6.	One hundred and one	= <input type="text"/>
7.	Four hundred and eighty-eight	= <input type="text"/>

[3] Choose the correct answer:

1.	3 hundreds , 2 tens and 7 ones = <input type="text"/>	(723 , 327 , 273 , 372)
2.	4 hundreds , 8 tens and 3 ones = <input type="text"/>	(438 , 384 , 843 , 483)
3.	3 hundreds and 6 tens = <input type="text"/>	(36 , 306 , 360 , 630)
4.	5 ones and 7 tens = <input type="text"/>	(750 , 705 , 75 , 57)
5.	6 hundreds , 4 ones and 2 tens = <input type="text"/>	(642 , 246 , 624 , 426)

Write the given numbers in hundreds, tens and ones.
Follow the example given.

Number	Hundreds	Tens	Ones
463	<div><div>100</div><div>100</div><div>100</div></div>	<div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div><div>10</div></div>	<div><div>1</div><div>1</div><div>1</div></div>
(a) 546			
(b) 872			

Chapter 3
Sheet 12

Lesson22: place value activity

Place Value
In the 3 digit number 583...

Hundreds	Tens	Ones
5	8	3
500	80	3

This value of 5 is 500 This value of 8 is 80 This value of 3 is 3

Teacher of Primary

[1] Circle the correct digit as in the example:

- | | | |
|----|------------------------------|---------|
| 1. | Circle the hundreds . | (4) 8 7 |
| 2. | Circle the ones . | 2 8 9 |
| 3. | Circle the hundreds . | 3 3 3 |
| 4. | Circle the tens . | 8 2 5 |
| 5. | Circle the tens . | 4 0 0 |
| 6. | Circle the hundreds . | 8 9 9 |
| 7. | Circle the hundreds . | 2 1 5 |
| 8. | Circle the tens . | 4 5 8 |
| 9. | Circle the ones . | 5 7 0 |

[2] Choose the correct answer:

- | | |
|----|--|
| 1. | The value of the digit 9 in the number 972 is <input type="text"/>
(900 or 9 or 90) |
| 2. | The value of the digit 6 in the number 265 is <input type="text"/>
(6 or 60 or 600) |
| 3. | The value of the digit 7 in the number 573 is <input type="text"/>
(7 or 70 or 700) |
| 4. | The value of the digit 0 in the number 401 is <input type="text"/>
(100 or 10 or 0) |
| 5. | The value of the digit 3 in the number 358 is <input type="text"/>
(3 or 30 or 300) |

[3] Complete:

- | | |
|-----|--|
| 1. | The place value of the digit 5 in the number 521 is <input type="text"/> |
| 2. | The place value of the digit 9 in the number 259 is <input type="text"/> |
| 3. | The place value of the digit 3 in the number 830 is <input type="text"/> |
| 4. | The place value of 4 in 409 is <input type="text"/> |
| 5. | The place value of <input type="text"/> in 923 is tens. |
| 6. | $200 + 70 + 9 =$ <input type="text"/> |
| 7. | $100 + 80 + 5 =$ <input type="text"/> |
| 8. | $400 + 20 + 0 =$ <input type="text"/> |
| 9. | $500 + 90 + 1 =$ <input type="text"/> |
| 10. | $600 + 30 + 2 =$ <input type="text"/> |

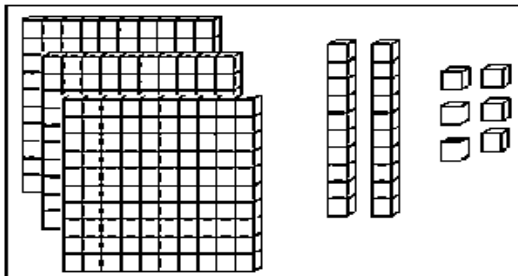


Chapter 3

Sheet 13

Lesson23: Standard and expanded form of 3-digit number

We can write numbers in different ways:



...3.... hundreds....2 tens6 ones.

 $300 + 20 + 6$ (Expanded form)

326 (standard form)

[3]Listen and write:

Hundreds	Tens	Ones

Number

Hundreds	Tens	Ones

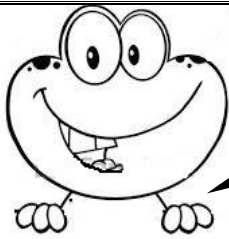
Number

Hundreds	Tens	Ones

Number

Hundreds	Tens	Ones

Number



Solve

I have 224.

Who has

$$300 + 50 + 3?$$

I have _____.

Who has

$$\text{_____} + \text{_____} + \text{_____} ?$$

I have _____.

Who has

$$\text{_____} + \text{_____} + \text{_____} ?$$

I have _____.

Who has

$$\text{_____} + \text{_____} + \text{_____} ?$$

Circle the words that describe your thoughts and feelings about working or numbers in standard and expanded form. You can circle more than one.

fun

easy

difficult

confusing

challenging

help!



Chapter 3

Sheet 14

Lesson24: Writing numbers in word form.

1 2 3 4 5 6 7 8 9
 10 11 12 13 14 15
 16 17 18 19 20

<u>Ones</u>		<u>Teen Words</u>		<u>Tens</u>	
0	Zero	11	Eleven	10	Ten
1	One	12	Twelve	20	Twenty
2	Two	13	Thirteen	30	Thirty
3	Three	14	Fourteen	40	Forty
4	Four	15	Fifteen	50	Fifty
5	Five	16	Sixteen	60	Sixty
6	Six	17	Seventeen	70	Seventy
7	Seven	18	Eighteen	80	Eighty
8	Eight	19	Nineteen	90	Ninety
9	Nine			100	Hundred

11

13

ELEVEN

12

SEVENTEEN

NINETEEN

15

16

EIGHTEEN

SIXTEEN

17

FIFTEEN

14

18

FORTY

THIRTY

19

20

TWENTY

THIRTY

READ AND WRITE. THEN MATCH

FOURTEEN

SEVENTEEN

NINETEEN

EIGHTEEN

SIXTEEN

FIFTEEN

ELEVEN

THIRTEEN

TWELVE

TWENTY

11

13

12

15

16

17

14

18

19

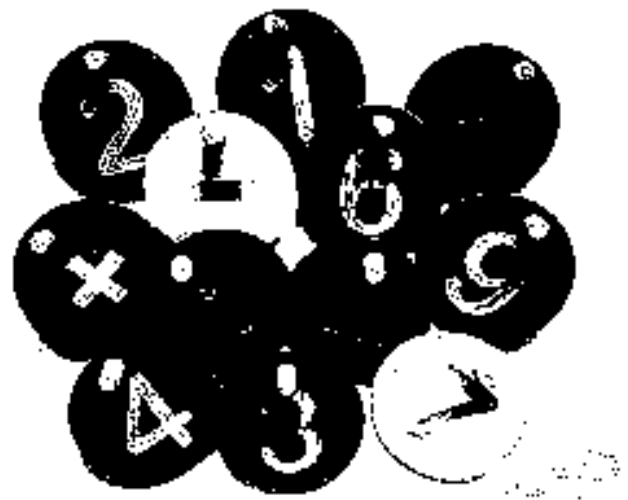
20

MATCH THEN COLOR THE NUMBERS



Chapter 3
Sheet 15
Lesson25: Numbers 11 to 19

11 Eleven
12 Twelve
13 Thirteen
14 Fourteen
15 Fifteen
16 Sixteen
17 Seventeen
18 Eighteen
19 Nineteen



Directions: Write the numbers in order from least to greatest.

17	9	2	3	8

Directions: Write the numbers in order from least to greatest.

11	156	4	23	17

Directions: Write the numbers in order from greatest to least.

4	13	29	33	23

Write in letters:

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

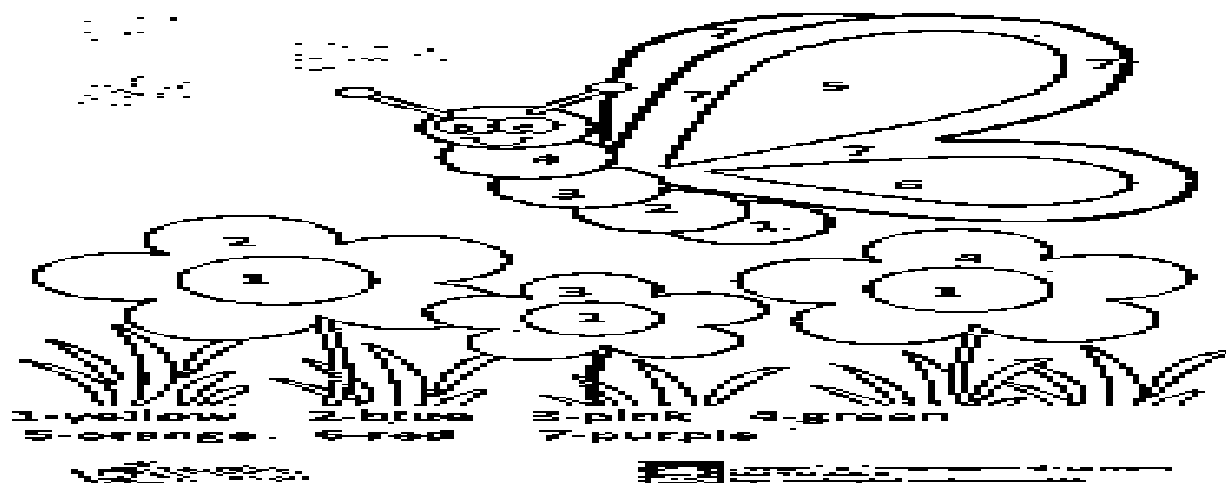
16

17

18

19

20





Chapter 3

Sheet 16

Lesson26: Activity on standard and expanded form.

Lesson27: Comparing numbers by using (<, >, =).

Solve:

$900 + 60 + 4 =$	<input type="text"/>
$300 + 50 + 2 =$	<input type="text"/>
$900 + 0 + 6 =$	<input type="text"/>
$400 + 40 + 4 =$	<input type="text"/>
$600 + 70 + 9 =$	<input type="text"/>
$800 + 8 + 10 =$	<input type="text"/>
$700 + 6 + 50 =$	<input type="text"/>
$896 =$	<input type="text"/> + 90 + 6
$576 =$	<input type="text"/> + 70 + <input type="text"/>
$986 =$	900 + <input type="text"/> + <input type="text"/>
$460 =$	<input type="text"/> + <input type="text"/> + <input type="text"/>
$222 =$	<input type="text"/> + <input type="text"/> + <input type="text"/>
$607 =$	<input type="text"/> + <input type="text"/> + <input type="text"/>
$963 =$	<input type="text"/> + 60 + 3
$214 =$	200 + 10 + <input type="text"/>
$479 =$	400 + 70 + <input type="text"/>
$364 =$	<input type="text"/> + <input type="text"/> + <input type="text"/>

Tom's sad. He doesn't have a tail. Connect the dots in a-b-c order and color.



[1] Circle the smaller number:

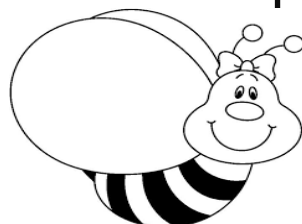
1.	432	342	2.	749	789
3.	505	550	4.	817	871
5.	102	99	6.	749	777
7.	404	444	8.	266	622

[2] Circle the greater number:

1.	365	265	2.	698	986
3.	256	265	4.	895	985
5.	535	355	6.	369	631
7.	53	140	8.	83	86

[3] Complete using (>), (<) or (=):

1.	437 ○ 457	2.	517 ○ 507
3.	546 ○ 654	4.	620 ○ 420
5.	625 ○ 628	6.	510 ○ 501
7.	725 ○ 725	8.	862 ○ 628
9.	770 ○ 777	10.	499 ○ 499



Chapter 3

Sheet 17

Lesson28: Comparing numbers again.

Lesson29: Ordering numbers.

Lesson30: Ordering numbers in different forms.

[1] Complete using (>), (<) or (=):

1.	948 ○ $900 + 48$
2.	$3 + 70 + 200$ ○ 273
3.	232 ○ Two hundred and thirty-two
4.	$800 + 20 + 5$ ○ $800 + 50 + 2$
5.	$1 + 4 + 0$ ○ 140
6.	$400 + 40 + 4$ ○ $400 + 44$
7.	Seven hundred and fourteen ○ 619

[2] Arrange the following numbers:

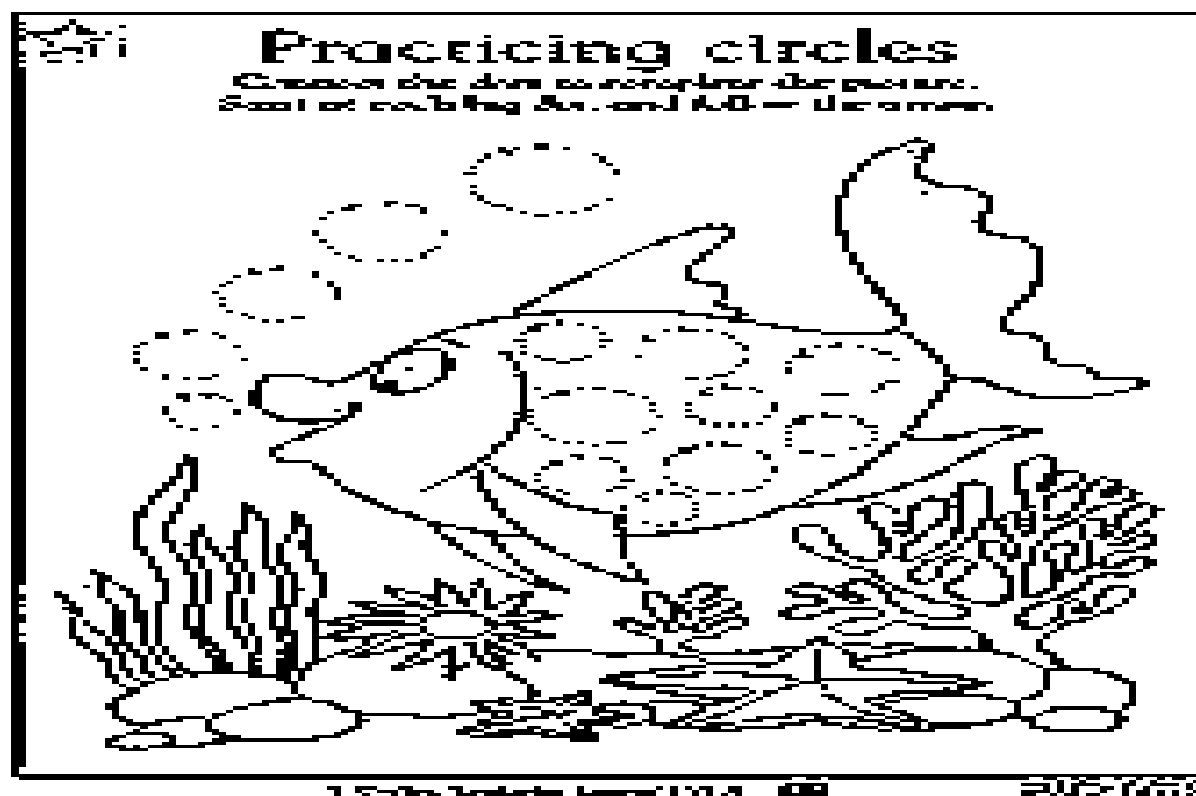
514 , 473 , 540 and 437	
1.	Ascending order : , , and Descending order : , , and
698 , 986 , 896 and 689	
2.	Ascending order : , , and Descending order : , , and
987 , 978 , 897 and 798	
3.	Ascending order : , , and Descending order : , , and

[3] Complete:

- 1) The smallest 1-digit number is
- 2) The smallest 2-digit number is
- 3) The smallest 3-digit number is
- 4) The smallest different 3-digit number is
- 5) The greatest 1-digit number is
- 6) The greatest 2-digit number is
- 7) The greatest 3-digit number is
- 8) The greatest different 2-digit number is
- 9) The greatest different 3-digit number is
- 10) $500 + 60 + 3 = \dots\dots\dots$
- 11) 5 hundred, 2 tens, 3 ones =
- 12) $963 = 900 + \dots\dots\dots + 3$
- 13) The ones digit in the number 305 is
- 14) The place value of 4 in 430 is
- 15) Two hundred and sixty-seven =
- 16) Three hundred and twenty-four =
- 17) $500 + 200 = \dots\dots\dots$

[4] Complete in the same pattern:

1.	350 , 360 , <input type="text"/> , 380	2.	808 , 809 , <input type="text"/> , 811
3.	650 , <input type="text"/> , 850 , 950	4.	234 , 245 , <input type="text"/> , 267
5.	404 , <input type="text"/> , 606 , 707	6.	540 , 530 , <input type="text"/> , 510
7.	900 , 700 , <input type="text"/> , 300	8.	678 , 567 , <input type="text"/> , 345

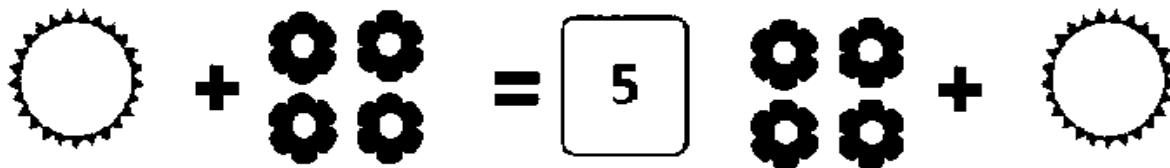




Chapter 4

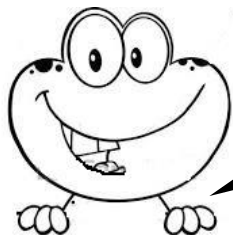
Sheet 18

Lesson 31: Adding in any order.



Directions: Solve the problems below. Then rewrite the problems by switching the addends, and solve the new problems.

$14 + 4 = \underline{\text{red } 18}$	$\text{red } 4 + \text{red } 14 = \underline{\text{red } 18}$
$9 + 15 = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$12 + 8 = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$8 + 9 = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$



Solve

Find the sum:

$3 + 6 = \dots\dots\dots$

$6 + 3 = \dots\dots\dots$

$5 + 2 = \dots\dots\dots$

$2 + 5 = \dots\dots\dots$

$8 + 4 = \dots\dots\dots$

$4 + 8 = \dots\dots\dots$

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 3 \\ + 12 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 12 \\ + 3 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 1 \\ + 15 \\ \hline \end{array}$$

.....

$$\begin{array}{r} 15 \\ + 1 \\ \hline \end{array}$$

.....

Color the addition sentences in each row that have the same sum.

$4 + 16$

$12 + 5$

$5 + 13$

$13 + 3$

$7 + 16$

$15 + 4$

$13 + 5$

$16 + 4$

$16 + 7$

$7 + 17$

$13 + 2$

$2 + 13$



Chapter 4

Sheet 19

Lesson 32: Counting on and counting back.

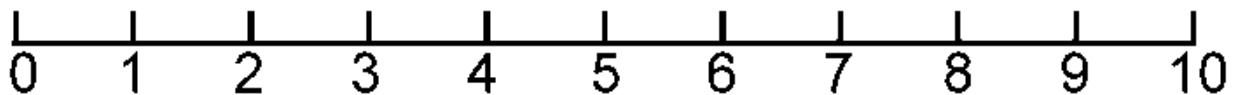
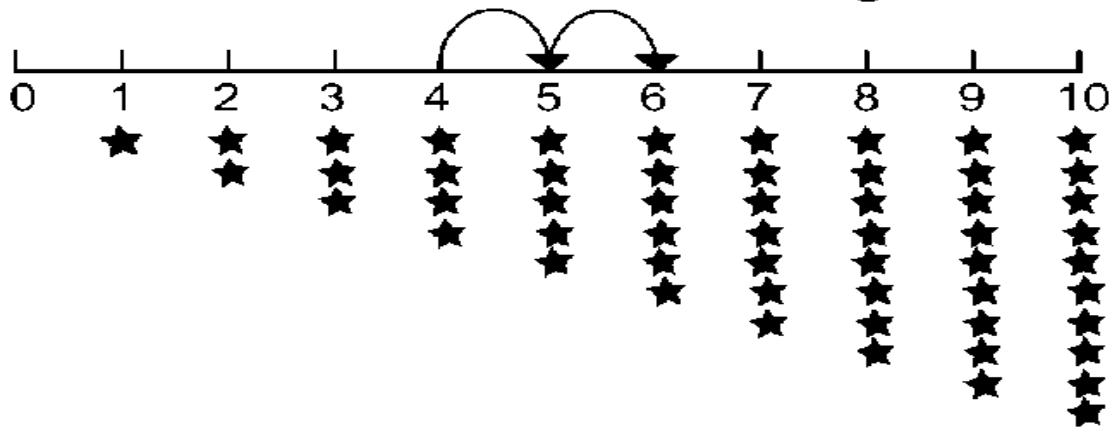


Counting On Number Lines



Number Line 1-10

$$4 + 2 = \dots 6 \dots$$


 Jump to right


$$1 + 1 = \underline{\quad}$$

$$1 + 0 = \underline{\quad}$$

$$1 + 2 = \underline{\quad}$$

$$2 + 1 = \underline{\quad}$$

$$3 + 1 = \underline{\quad}$$

$$2 + 0 = \underline{\quad}$$

$$4 + 1 = \underline{\quad}$$

$$3 + 2 = \underline{\quad}$$

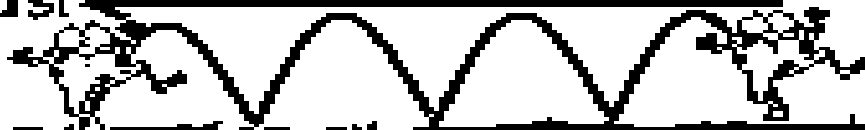
Counting Back

• Put the BIG number in your head.

• Count

backwards!

$$7 - 4 = 3$$



Count
with me

My number line

0 1 2 3 4 5 6 7 8 9 10

$$5 - 2 = \dots\dots\dots$$



Count
with me

My number line

0 1 2 3 4 5 6 7 8 9 10

$$9 - 4 = \dots\dots\dots$$



Count
with me

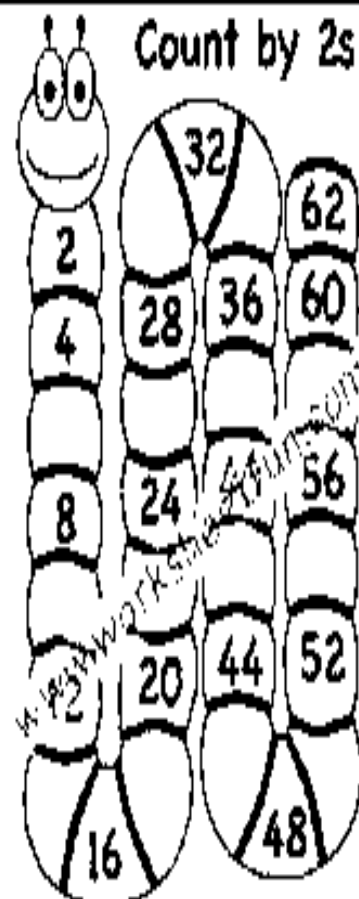
My number line

0 1 2 3 4 5 6 7 8 9 10

$$10 - 7 = \dots\dots\dots$$

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Count by 2s



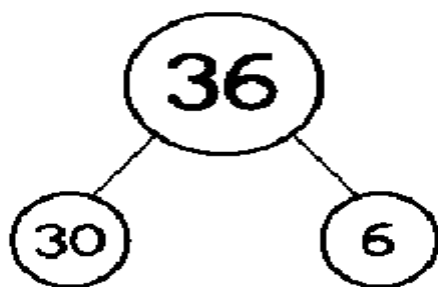
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Chapter 4

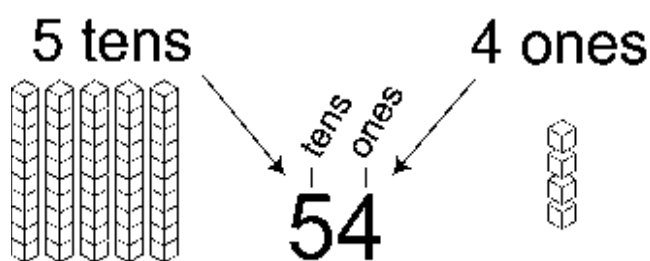
Sheet20

Lesson33: Decomposing a 2-digit number.


DECOMPOSING NUMBERS

$$36 = 30 + 6$$

Ex:

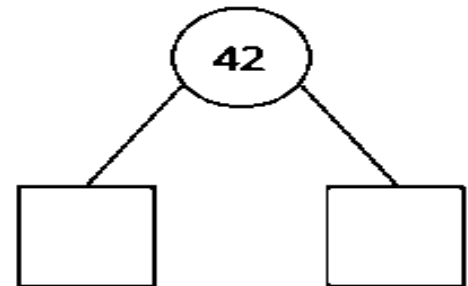


Decompose the numbers as the first one :

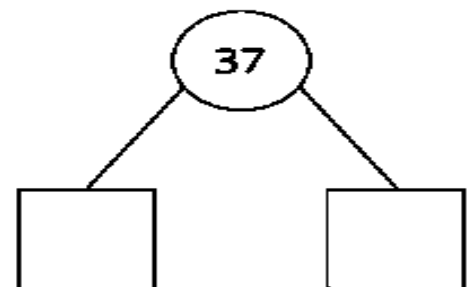
34 = 	14 =
12 =	60 =
7 =	31 =
27 =	19 =
22 =	44 =

] Complete:

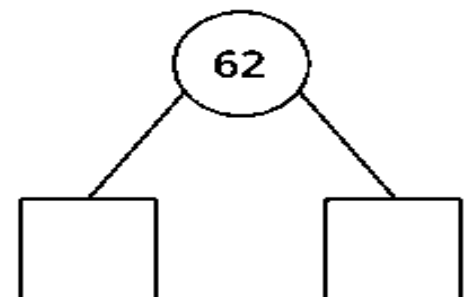
Tens	Ones



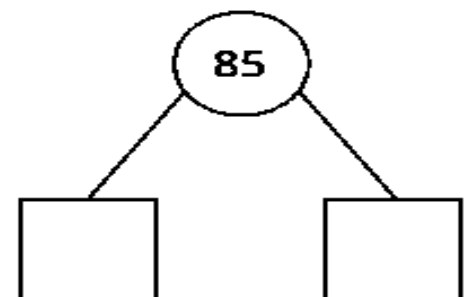
Tens	Ones



Tens	Ones



Tens	Ones

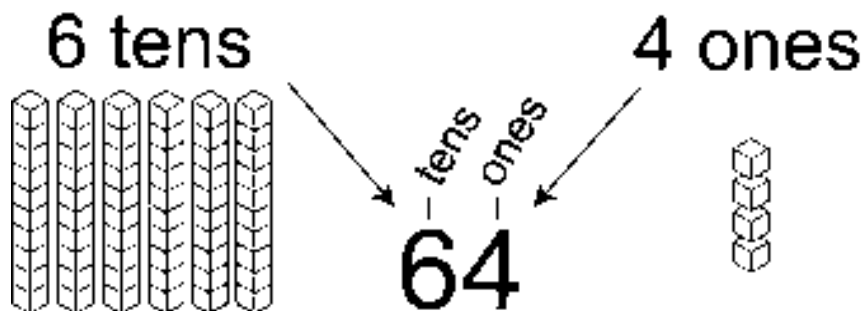




Chapter 4

Sheet 21

Lesson 34: Adding tens and ones.



Example: Hassan bought 23 chocolate cookies. He also bought 35 vanilla cookies. How many cookies does Hassan have in all?

$$\boxed{23} + \boxed{35} = \boxed{58}$$

Tens	Ones
	■ ■ ■

Tens	Ones
	■ ■ ■ ■ ■

Tens	Ones
	■ ■ ■ ■ ■ ■ ■ ■

$$\begin{array}{c} \boxed{23} \\ \swarrow \quad \searrow \\ \boxed{20} \quad \boxed{3} \end{array}$$


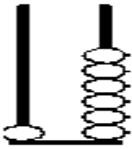
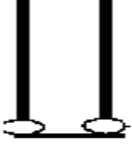
+

$$\begin{array}{c} \boxed{35} \\ \swarrow \quad \searrow \\ \boxed{30} \quad \boxed{5} \end{array}$$

=

$$\begin{array}{c} \boxed{58} \\ \swarrow \quad \searrow \\ \boxed{50} \quad \boxed{8} \end{array}$$

Complete:

T	O	
	12	= 10 + <input type="text"/>
	16	= 10 + <input type="text"/>
	11	= 10 + <input type="text"/>

1) Miryam found 68 seashells on the beach. Her sister found 21 seashells. How many seashells did they find in all?

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>												
<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	Tens	Ones	<input type="text"/>	<input type="text"/>		<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	Tens	Ones	<input type="text"/>	<input type="text"/>		<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	Tens	Ones	<input type="text"/>	<input type="text"/>
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<table border="1"> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	<input type="text"/>	<input type="text"/>														
<input type="text"/>	<input type="text"/>															

2) Aisha went on a bug hunt. She counted 62 ants and 26 crickets.
How many bugs did she find in all?

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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 5px;">Tens</th> <th style="padding: 5px;">Ones</th> </tr> <tr> <td style="height: 60px;"></td> <td></td> </tr> </table>	Tens	Ones				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 5px;">Tens</th> <th style="padding: 5px;">Ones</th> </tr> <tr> <td style="height: 60px;"></td> <td></td> </tr> </table>	Tens	Ones				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 5px;">Tens</th> <th style="padding: 5px;">Ones</th> </tr> <tr> <td style="height: 60px;"></td> <td></td> </tr> </table>	Tens	Ones		
Tens	Ones															
Tens	Ones															
Tens	Ones															
<div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div>		<div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div>		<div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div>												

3) Layla has a collection of stickers. She has 54 car stickers and 44 superhero stickers. How many stickers does Layla have all together?

<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	+	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	=	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 5px;">Tens</th> <th style="padding: 5px;">Ones</th> </tr> <tr> <td style="height: 60px;"></td> <td></td> </tr> </table>	Tens	Ones				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 5px;">Tens</th> <th style="padding: 5px;">Ones</th> </tr> <tr> <td style="height: 60px;"></td> <td></td> </tr> </table>	Tens	Ones				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 5px;">Tens</th> <th style="padding: 5px;">Ones</th> </tr> <tr> <td style="height: 60px;"></td> <td></td> </tr> </table>	Tens	Ones		
Tens	Ones															
Tens	Ones															
Tens	Ones															
<div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div>		<div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div>		<div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div>												



Chapter 4
Sheet 22

Lesson 35: Subtracting tens and ones.


Subtracting Tens and Ones

R 12-7




Subtract the ones.
Subtract the tens.

Tens	Ones
2	7
<hr/>	
2	4



$$27 - 3 = \underline{24}$$

Tens	Ones
4	6
<hr/>	
2	6

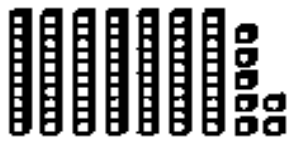


$$46 - 20 = \underline{26}$$

Subtract. Use models if you like.

1.


Tens	Ones
7	7
<hr/>	
	4



$$77 - 4 = \underline{\quad}$$

2.

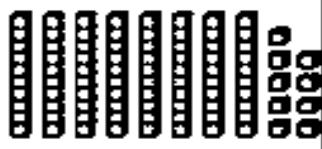
Tens	Ones
5	8
<hr/>	
	0



$$58 - 40 = \underline{\quad}$$

3.

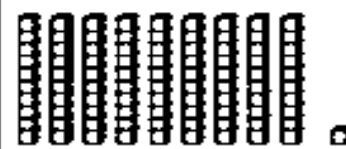
Tens	Ones
8	9
<hr/>	
	6



$$89 - 6 = \underline{\quad}$$

4.

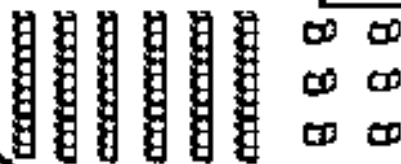
Tens	Ones
9	1
<hr/>	
	0



$$91 - 60 = \underline{\quad}$$

Subtract

$$66 - 10 = \square$$



$$51 - 1 = \square$$



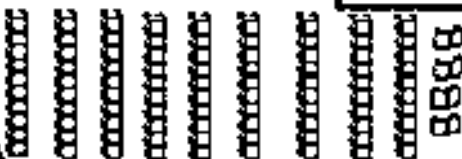
$$47 - 1 = \square$$



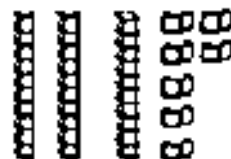
$$23 - 10 = \square$$



$$94 - 10 = \square$$



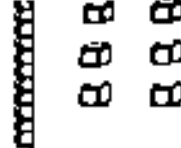
$$36 - 1 = \square$$



$$82 - 10 = \square$$



$$16 - 10 = \square$$





Chapter 4 Sheet23

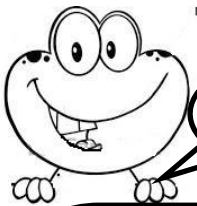
Lesson36: Estimation to add and subtract. 2 -digit

Estimation is finding a number that is close to another number.

Estimation makes the number easier to add and subtract.

Ex: 13 is **closer** to 10

58 is **closer** to 60



Solve

Close to = near to

Use the 120 chart to estimate the following numbers:

51 is closer to

8 is closer to

32 is closer to

25 is closer to

48 is closer to

79 is closer to

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Use the 120 chart to estimate:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

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120 Chart

think:

$$\begin{array}{r} 28 \\ + 13 \\ \hline \end{array}$$

28 + 12 is about.....

think:

$$\begin{array}{r} 59 \\ - 37 \\ \hline \end{array}$$

59 - 37 is about.....

think:

$$\begin{array}{r} 93 \\ - 41 \\ \hline \end{array}$$

93 - 41 is about.....

think:

$$\begin{array}{r} 11 \\ + 62 \\ \hline \end{array}$$

11 + 62 is about.....

think:

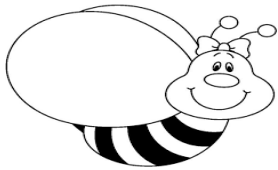
$$\begin{array}{r} 41 \\ + 8 \\ \hline \end{array}$$

41 + 8 is about.....

think:

$$\begin{array}{r} 38 \\ + 43 \\ \hline \end{array}$$

38 + 43 is about.....



Chapter 4

Sheet24

Lesson37: Accepted or not accepted estimation.

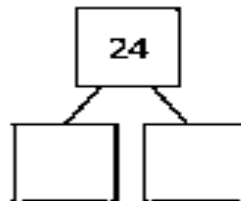
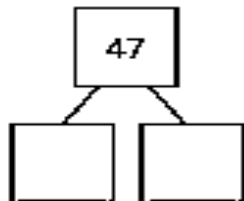
1. First, circle the numbers in the Tens place and add them together to estimate the sum.
2. Then decompose the numbers into Tens and Ones.
3. Find the sum.
4. Finally, compare the sum to your estimate. Are they close?

47

+

24

Estimate: _____



_____	+	_____	=	_____
Tens		Tens		Tens Total

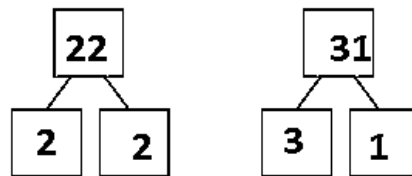
_____	+	_____	=	_____
Ones		Ones		Ones Total

_____	+	_____	=	_____
Tens Total		Ones Total		SUM

EX(1) :

$$\boxed{22} + \boxed{31}$$

Estimate: $20 + 30 = 50$



41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

since: 53 is closer to 50
then : my estimation is **(accepted)**

$$\begin{array}{r} 2 \\ \hline \end{array} + \begin{array}{r} 3 \\ \hline \end{array} = \begin{array}{r} 5 \\ \hline \end{array}$$

Tens Tens Tens Total

$$\begin{array}{r} 2 \\ \hline \end{array} + \begin{array}{r} 1 \\ \hline \end{array} = \begin{array}{r} 3 \\ \hline \end{array}$$

Ones Ones Ones Total

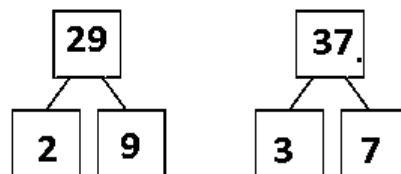
$$\begin{array}{r} 5 \\ \hline \end{array} + \begin{array}{r} 3 \\ \hline \end{array} = \begin{array}{r} 53 \\ \hline \end{array}$$

Tens Total Ones Total SUM

EX (2):

$$\boxed{29} + \boxed{37}$$

Estimate: $20 + 30 = 50$



41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

since: 66 is not closer to 50
then : my estimation is **(not accepted)**

$$\begin{array}{r} 2 \\ \hline \end{array} + \begin{array}{r} 3 \\ \hline \end{array} = \begin{array}{r} 5 \\ \hline \end{array}$$

Tens Tens Tens Total

$$\begin{array}{r} 9 \\ \hline \end{array} + \begin{array}{r} 7 \\ \hline \end{array} = \begin{array}{r} 16 \\ \hline \end{array}$$

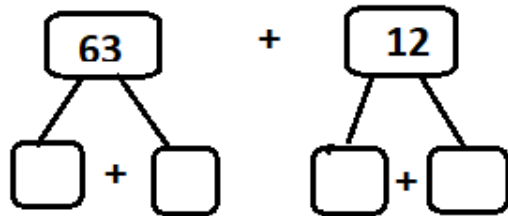
Ones Ones Ones Total

$$\begin{array}{r} 5 \\ \hline \end{array} + \begin{array}{r} 16 \\ \hline \end{array} = \begin{array}{r} 66 \\ \hline \end{array}$$

Tens Total Ones Total SUM

Estimate the sum. Find the actual sum. Choose if your estimation is accepted or not accepted.

[1]

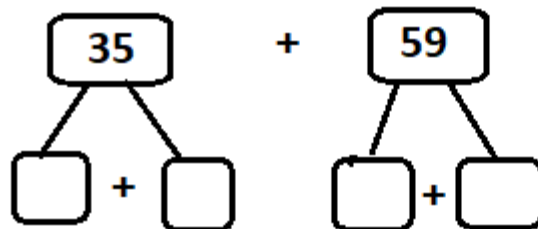


My estimation is

- Add the ones + =
- Add the tens + =
- Find the actual sum + =

Choose My estimation is : Accepted not accepted

[2]



My estimation is

- Add the ones + =
- Add the tens + =
- Find the actual sum + =

Choose My estimation is : Accepted not accepted




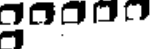




Chapter 4

Sheet25





Lesson38: Regrouping for addition.

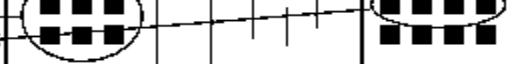
Add 7 to 16 How many in all?

Tens	Ones	Tens	Ones	Tens	Ones
					
Start with 16		Add 7		Regroup 10 ones as 1 ten. 2 tens and 3 ones 23 in all.	

Example:

26	+	38	=	
----	---	----	---	--

Tens	Ones	Tens	Ones
			



Add:

a) $24 + 8$

Tens	ones

Tens	ones

Tens	ones

.....tens,.....ones,
..... in all.

b) 35 apples, 8 more than

Tens	ones

Tens	ones

Tens	ones

.....tens,.....ones,
..... in all.

C) $46 + 15 =$

Tens	ones

Tens	ones

Tens	ones

.....tens,.....ones,
..... in all.

d) $23 + 18 =$

Tens	ones

Tens	ones

Tens	ones

.....tens,.....ones,
..... in all.

Complete as the example:



Example :

$$\begin{array}{c} 9 + 6 \\ \swarrow \quad \searrow \\ = 9 + 1 + 5 \\ \swarrow \quad \searrow \\ = 10 + 5 = 15 \end{array}$$

(a)

$$\begin{array}{c} 7 + 8 \\ \swarrow \quad \searrow \\ = 7 + \dots + 5 \\ \swarrow \quad \searrow \\ = \dots + 5 = \dots \end{array}$$

(c)

$$\begin{array}{c} 89 + 3 \\ \swarrow \quad \searrow \\ = 89 + 1 + \dots \\ \swarrow \quad \searrow \\ = 90 + \dots = \dots \end{array}$$



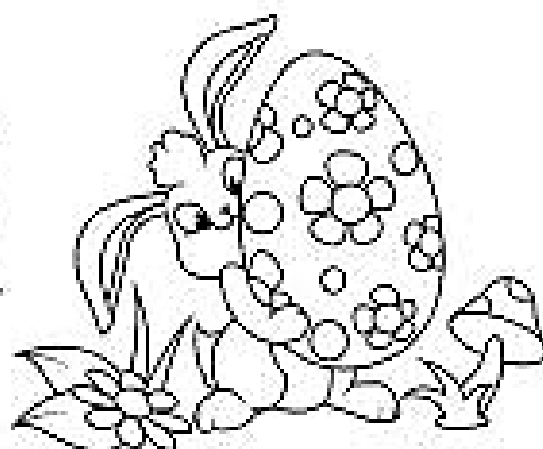
$$\begin{array}{c} 57 + 4 \\ \swarrow \quad \searrow \\ = 57 + 3 + 1 \\ \swarrow \quad \searrow \\ = 60 + 1 = 61 \end{array}$$

(b)

$$\begin{array}{c} 7 + 6 \\ \swarrow \quad \searrow \\ = \dots + \dots + 3 \\ \swarrow \quad \searrow \\ = \dots + 3 = \dots \end{array}$$

(d)

$$\begin{array}{c} 9 + 77 \\ \swarrow \quad \searrow \\ = \dots + \dots + 77 \\ \swarrow \quad \searrow \\ = \dots + \dots = \dots \end{array}$$



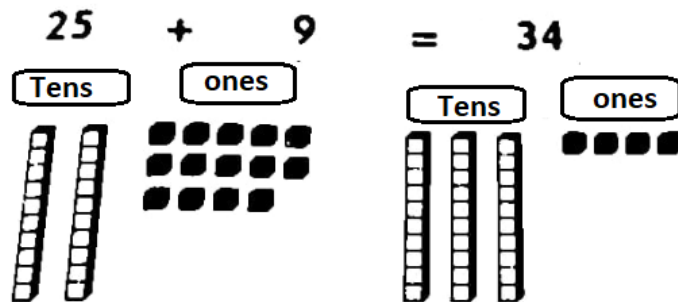


Chapter 4

Sheet26

Lesson39: Adding with or without regrouping.

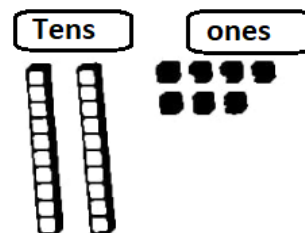
• Do you need to regroup to add ?



Start with 25. Add 9.
You have more than
9 ones.

You need to regroup.

$$24 + 3 = 27$$



You have less than 10 ones.
You do not need to regroup.

Show this addition need to regroup or not:

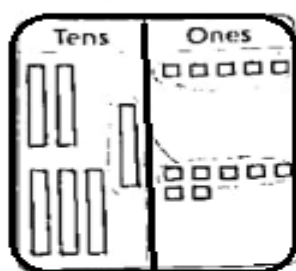
- a) $25 + 8 = \dots\dots\dots (\quad)$
- b) $33 + 4 = \dots\dots\dots (\quad)$
- c) $19 + 5 = \dots\dots\dots (\quad)$
- d) $65 + 3 = \dots\dots\dots (\quad)$

If the sum of ones more than 10 \Rightarrow you need to regroup.

If the sum of ones less than 10 \Rightarrow you don't need to regroup.

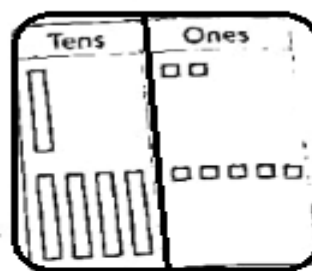
• Do you need to regroup to add ?

$$\begin{array}{r} 25 \\ + 37 \\ \hline 62 \end{array}$$



The total ones is more than 9.
You need to regroup, then
regroup 12 ones to 1 ten 2 ones.

$$\begin{array}{r} 12 \\ + 45 \\ \hline 57 \end{array}$$



The total ones is less than 10.
You do not need to regroup.

Directions: Solve the double-digit addition problems below. Color the squares with odd answers pink. Color the squares with even answers green.

1. $\begin{array}{r} 56 \\ + 31 \\ \hline \end{array}$	6. $\begin{array}{r} 44 \\ + 25 \\ \hline \end{array}$	11. $\begin{array}{r} 78 \\ + 21 \\ \hline \end{array}$	16. $\begin{array}{r} 36 \\ + 13 \\ \hline \end{array}$
2. $\begin{array}{r} 51 \\ + 28 \\ \hline \end{array}$	7. $\begin{array}{r} 32 \\ + 17 \\ \hline \end{array}$	12. $\begin{array}{r} 40 \\ + 16 \\ \hline \end{array}$	17. $\begin{array}{r} 50 \\ + 49 \\ \hline \end{array}$
3. $\begin{array}{r} 22 \\ + 67 \\ \hline \end{array}$	8. $\begin{array}{r} 20 \\ + 59 \\ \hline \end{array}$	13. $\begin{array}{r} 30 \\ + 39 \\ \hline \end{array}$	18. $\begin{array}{r} 32 \\ + 56 \\ \hline \end{array}$
4. $\begin{array}{r} 10 \\ + 49 \\ \hline \end{array}$	9. $\begin{array}{r} 23 \\ + 76 \\ \hline \end{array}$	14. $\begin{array}{r} 20 \\ + 69 \\ \hline \end{array}$	19. $\begin{array}{r} 41 \\ + 47 \\ \hline \end{array}$
5. $\begin{array}{r} 50 \\ + 49 \\ \hline \end{array}$	10. $\begin{array}{r} 11 \\ + 78 \\ \hline \end{array}$	15. $\begin{array}{r} 44 \\ + 32 \\ \hline \end{array}$	20. $\begin{array}{r} 33 \\ + 23 \\ \hline \end{array}$

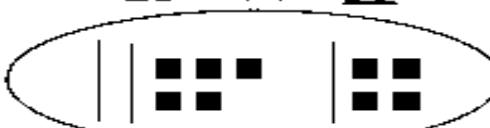
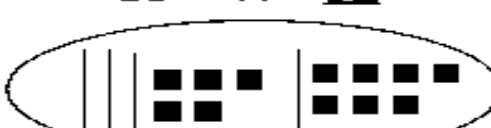
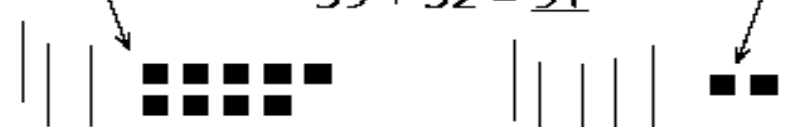


Chapter 4

Sheet 27

Lesson 40: Adding four 2-digit numbers.

Example:

$25 + 14 + 35 + 17$	
$25 + 14 = 39$ 	$35 + 17 = 52$ 
$39 + 52 = 91$ 	

Directions: Work with your group to solve.

1.

$13 + 17 + 22 + 29$	
$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$	

2.

$$12 + 25 + 32 + 17$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

3.

$$29 + 13 + 42 + 19$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$


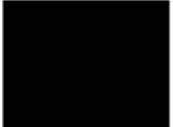

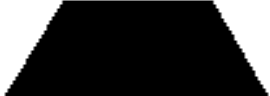



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



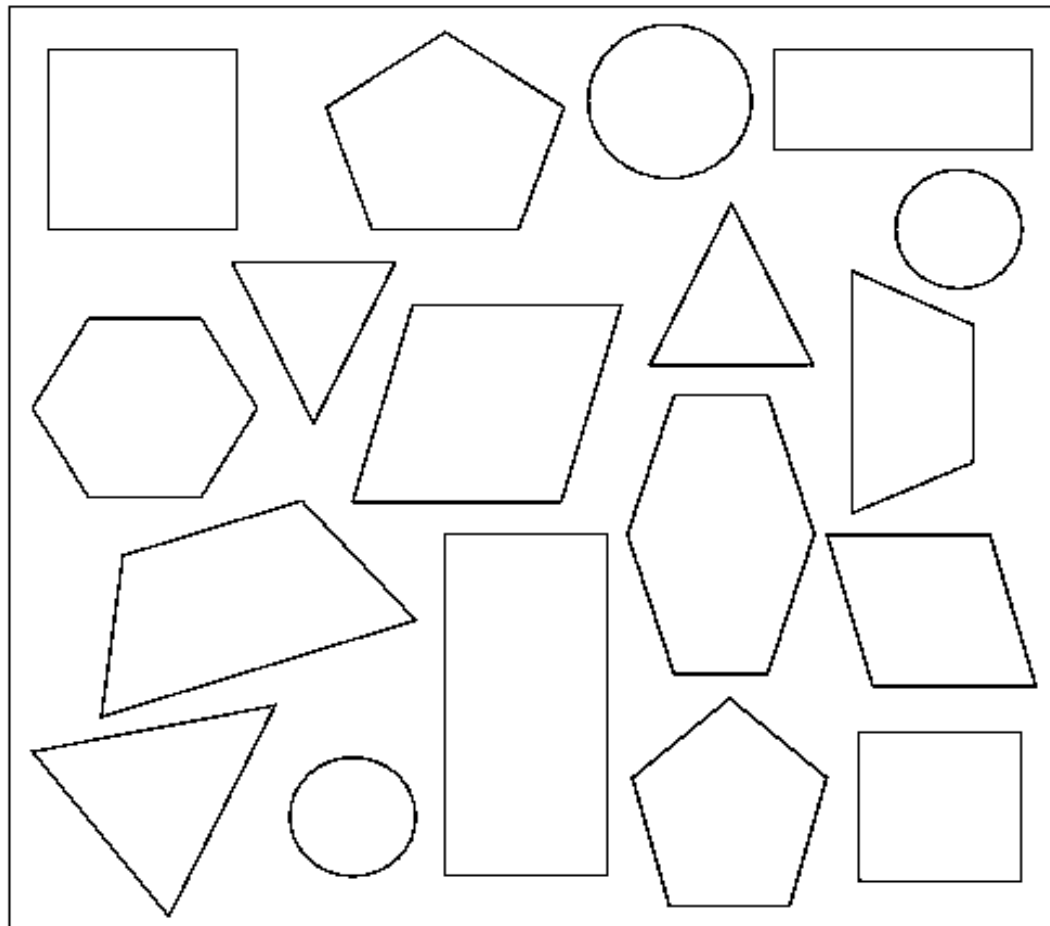
Chapter 4

Sheet 28

Lesson41: Two dimensional shapes (2 D shapes).**Lesson42:** Sorting shapes.

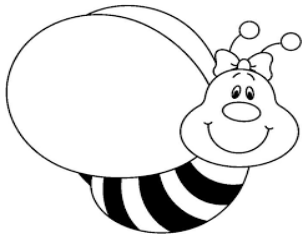
Shape	Name	Attributes	
		Sides	Vertices
	Triangle		
	Square		
	Rectangle		
	Trapezoid		
	Rhombus		
	Pentagon		
	Hexagon		

Directions: Follow the attribute rules below to sort the shapes



Attribute Sorting Rules

1. Color the shapes with 3 or fewer sides red.
2. Color the shapes with 4 sides and 4 vertices blue.
3. Color the shapes with more than 5 vertices green.
4. Circle the shapes that have 4 equal sides.
5. Cross out the shapes that have no straight sides or vertices.



Chapter 5

Sheet 29

Lesson43: Drawing two-dimensional shapes.

Lesson44: Application on two-dimensional shapes.

Draw a shape with 4 sides
and 4 vertices.

Draw a different shape
with 4 sides and 4 vertices.

Draw a shape with 0
vertices.

Draw a different shape
with 5 sides and 5 vertices.



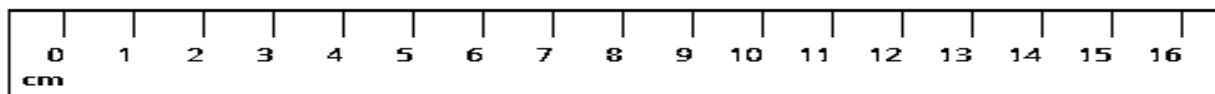
Chapter 5 Sheet 30

Lesson45: Measuring length (Centimeter).

Lesson46: Measuring length (Centimeter and meter).

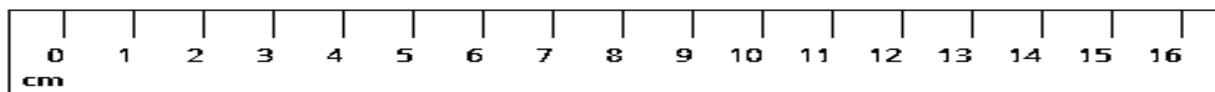
Lesson47: Measuring to centimeter

Directions: Use the ruler to measure the length of each object in centimeters.



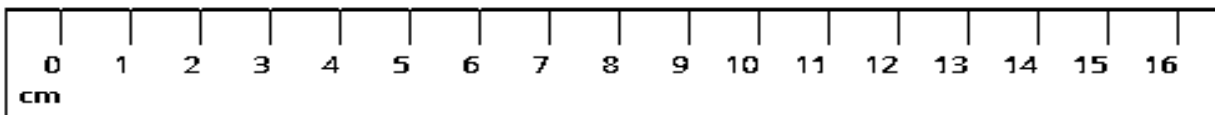
Crayon:

_____ centimeters



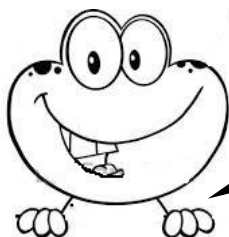
Paper clip:

_____ centimeters



Pink eraser:

_____ centimeters



Solve

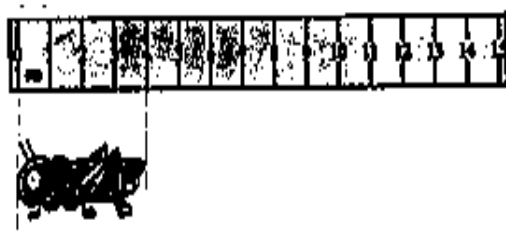
[1] Complete:



About cm



About cm



About cm



About cm

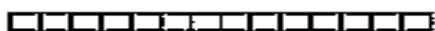


Directions: Work with your group to find objects that are the estimated length.

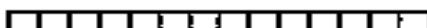
Estimated Length	Object
1 centimeter	
10 centimeters	
50 centimeters	
100 centimeters	

Choose the suitable unit to measure each object (M or cm):

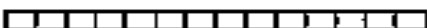
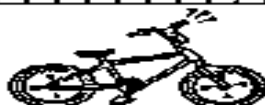
1.



2.

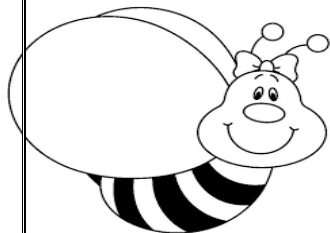


3.



4.






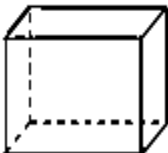



Chapter 5

Sheet 30

Lesson48: Three-dimensional shapes.

Lesson49: Sorting 3D shapes.

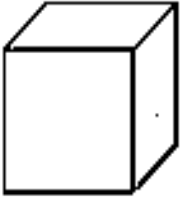
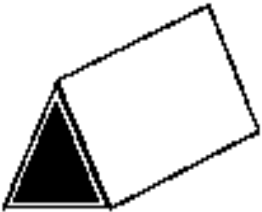

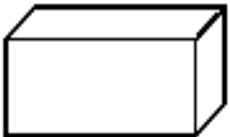


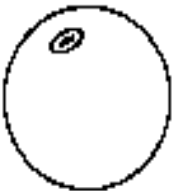
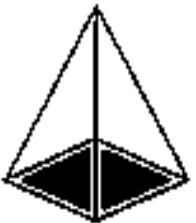
Lesson50: Making solids.

Solid	Number of faces	Number of edges	Number of vertices
 Cube	6	12	8
 Rectangular prism	6	12	8
 Square pyramid	4 + 1 base	8	5
 Cylinder	2 bases	0	0
 Sphere	0	0	0







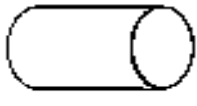







Solve



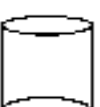

Fill in the **name**, and **number of faces**, **edges** and **vertices** for each shape.


Name: Faces: Edges: Vertices:		Name: Faces: Edges: Vertices:	
Name: Faces: Edges: Vertices:		Name: Faces: Edges: Vertices:	
Name: Faces: Edges: Vertices:		Name: Faces: Edges: Vertices:	
Name: Faces: Edges: Vertices:		Name: Faces: Edges: Vertices:	

Write the correct name for each shape using the list below.

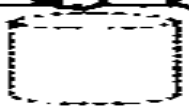
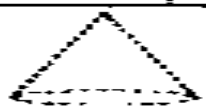
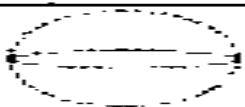
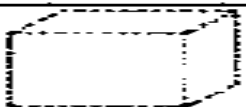








1)		7)	
2)		8)	
3)		9)	
4)		10)	
5)		11)	
6)		12)	

Circle the correct word to describe each shape.

1)		sphere	cube	pyramid	cylinder
2)		sphere	cube	cylinder	cone
3)		cuboid	cylinder	pyramid	prism
4)		sphere	pyramid	cuboid	cylinder

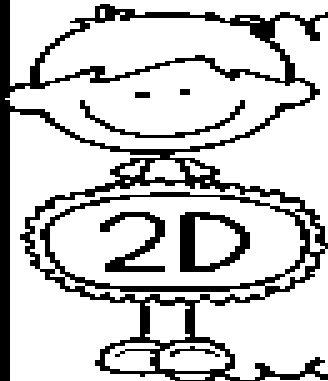
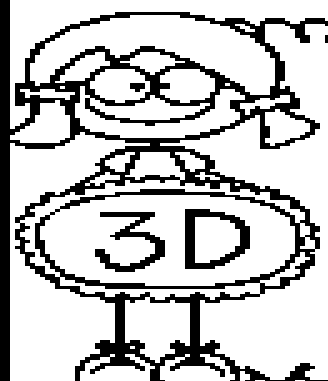


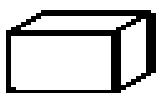






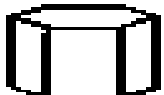
3D Shape Sort

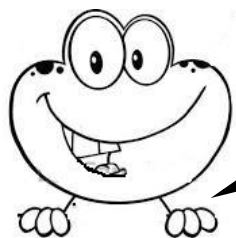
Name: _____

Shape Sort

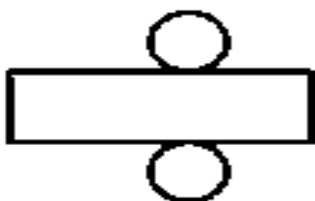









Making solids

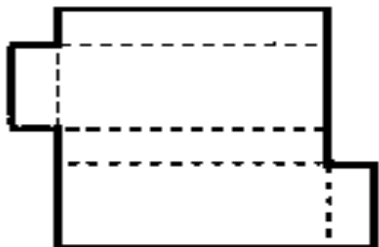


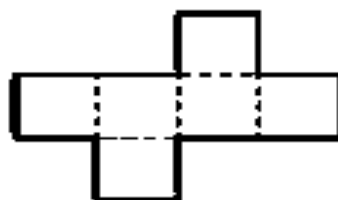
Solve

what is shape ??

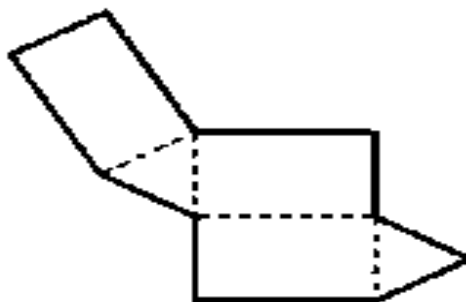


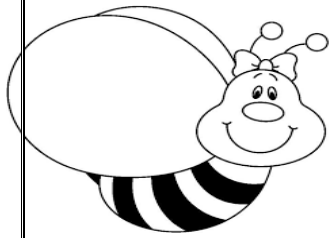












Chapter6
Sheet 31

Lesson51: Gram and kilogram.

Lesson52: Estimating and comparing masses.

Lesson53: Solving addition problems involving mass.

Measuring the weight

We use the grams to measure the small mass such as:



We use the kilograms to measure the big mass such as:



[1] Circle the suitable unit:

1. grams (gm) or kilograms (kg)?



2. grams (gm) or kilograms (kg)?



3. grams (gm) or kilograms (kg)?



4. grams (gm) or kilograms (kg)?



5. grams (gm) or kilograms (kg)?



6. grams (gm) or kilograms (kg)?



7. grams (gm) or kilograms (kg)?



8. grams (gm) or kilograms (kg)?



[2] Put (✓) under the lighter:



()



()



()



()



()



()



()



()



()



()



()



()

[2] Put (✓) under the heavier:



()



()



()



()



()



()



()



()



()

[3] Arrange from lighter to heavier:



()



()



()



()



()



()



()



()



()

[4] Arrange from heavier to lighter:



()



()



()



()



()



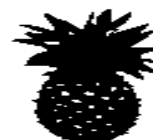
()



()



()



()



()



()



()

[5] Circle the heavier:

(a)



(b)



(c)



(d)



(e)



(f)



[6] Circle the lighter:

(a)



(b)



(c)



(d)

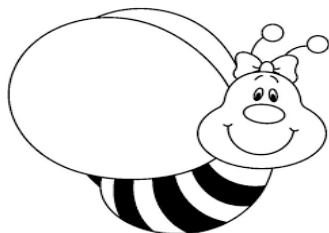


(e)



(f)





Chapter6

Sheet 32

Lesson53: Solving addition problems involving mass.**Lesson54:** Solving addition or subtraction problems involving mass.

1. Aisha has 1 dog that weighs 10 kilograms and 1 cat that weighs 5 kilograms. How much do both of Aisha's pets weigh together?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



2. Raja has two toy balls that each weigh 100 grams. He puts them both in his bag to take to the park. How much do Raja's toy balls weigh together?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



3. Fatima has a bicycle that weighs 12 kilograms. Her sister has a tricycle that weighs 9 kilograms. Their dad wants to carry them at the same time. How much do the bikes weigh all together?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



4. Mukhtar had a bucket filled with 65 grams of sand to build a sandcastle. His friend brought another bucket with 26 grams of sand. How many grams of sand do they have all together to build a sandcastle?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



1. Mostafa has a bag of rocks that weighs 19 kilograms. He found 7 more kilograms of rocks and put them in his bag. How many kilograms of rocks does Mostafa have in his bag in all?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



2. Yasmin bought a bag of sugar that weighed 80 grams. She made cookies and used 20 grams of sugar. How many grams of sugar does Yasmin have left?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



4. Karim has a box of crackers that weighs 78 grams. He eats 19 grams of crackers. How many grams of crackers are left in the box?

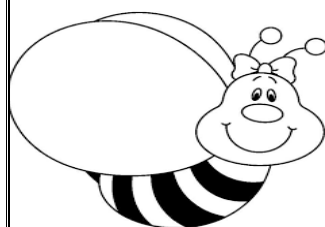
$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



3. Heba collected two bags of seashells. One weighed 4 kilograms and the other weighed 5 kilograms. Her sister collected two bags of seashells. One bag weighed 6 kilograms and the other weighed 5 kilograms. How many kilograms of seashells do Heba and her sister have in all?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$





Chapter6

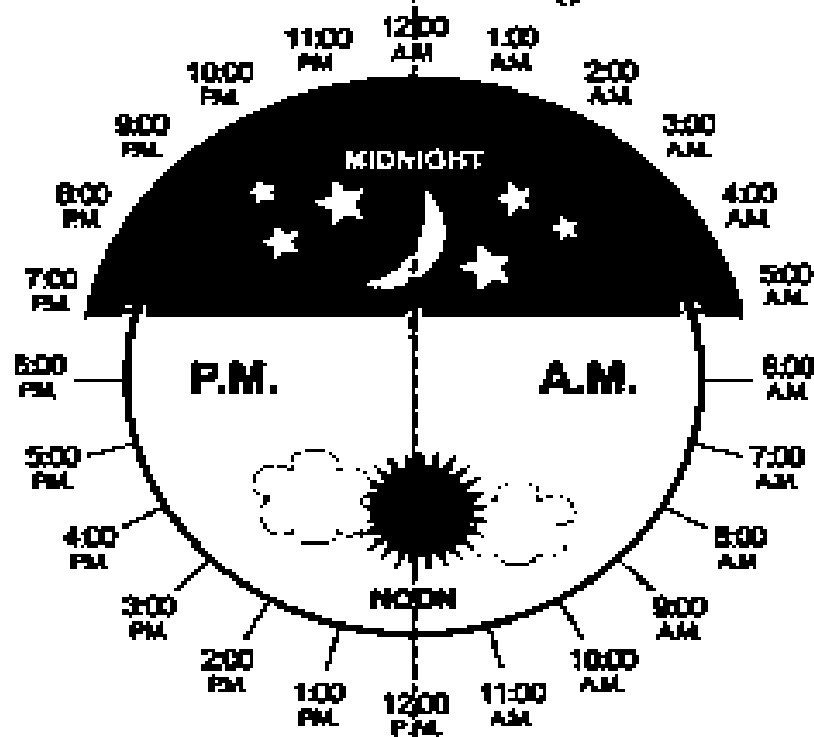
Sheet 33

Lesson55: Time "A.M. and P.M."

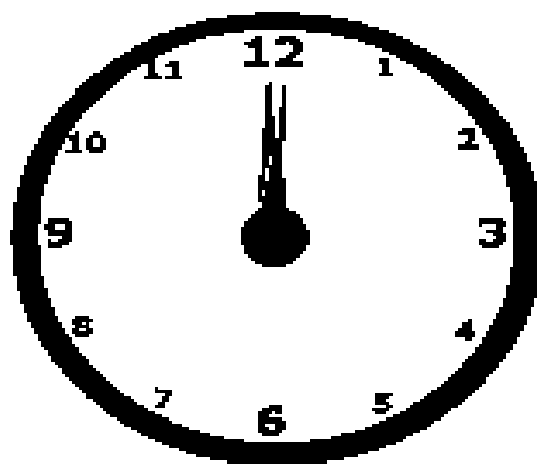
Lesson56: Time activity

Objective: Write and identify times as A.M. or P.M.









midnight: 12:00 at night

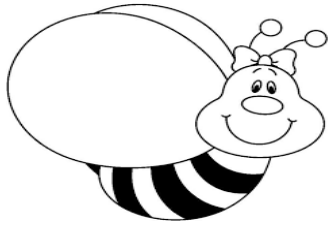
A.M. The times from
midnight to noonP.M. The times from noon
to midnight

noon: 12:00 in the day



“Choose the time “Am or Pm “

		a.m. p.m.
		a.m. p.m.
		a.m. p.m.
		a.m. p.m.

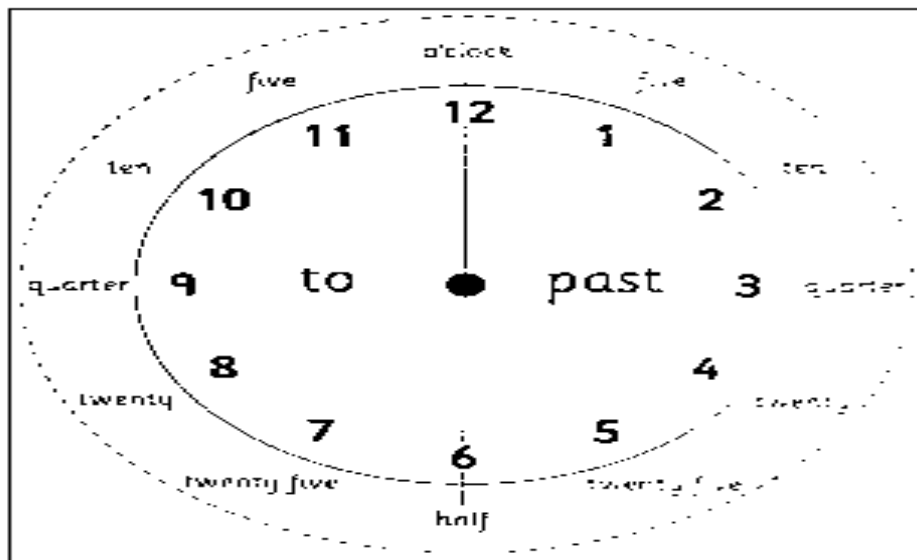
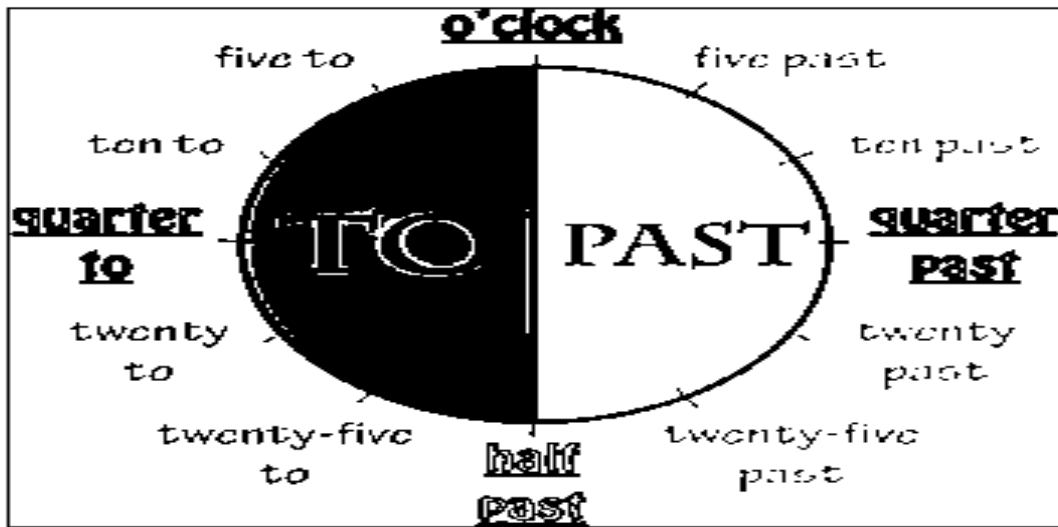


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Sheet 34

Lesson57: Telling time to the half hour.







Lesson58: Telling time to the hour and half hour.

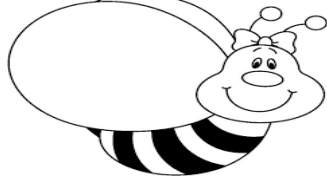


[1] What is the time?

<p>(a)</p>  <p>.....</p> <p>.....</p>	<p>(b)</p>  <p>.....</p> <p>.....</p>	<p>(c)</p>  <p>.....</p> <p>.....</p>
<p>(d)</p>  <p>.....</p> <p>.....</p>	<p>(e)</p>  <p>.....</p> <p>.....</p>	<p>(f)</p>  <p>.....</p> <p>.....</p>
<p>(g)</p>  <p>.....</p> <p>.....</p>	<p>(h)</p>  <p>.....</p> <p>.....</p>	<p>(i)</p>  <p>.....</p> <p>.....</p>

[2] What is the time?

<p>(a)</p>  <p>.....</p> <p>.....</p>	<p>(b)</p>  <p>.....</p> <p>.....</p>	<p>(c)</p>  <p>.....</p> <p>.....</p>
<p>(d)</p>  <p>.....</p> <p>.....</p>	<p>(e)</p>  <p>.....</p> <p>.....</p>	<p>(f)</p>  <p>.....</p> <p>.....</p>

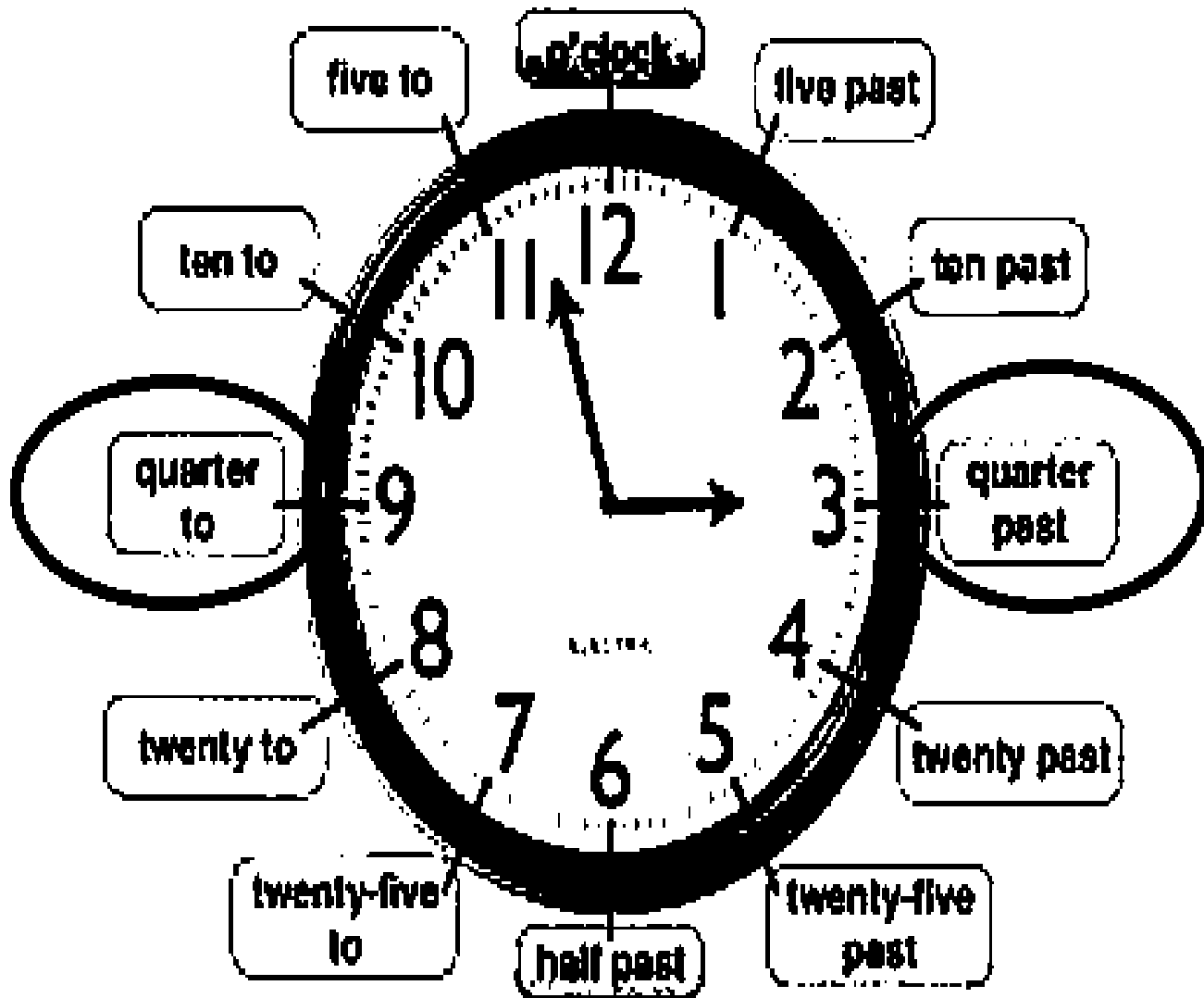


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Sheet 35

Lesson59: Time to 15 minutes and 45 minutes

Lesson60: Quarter past and quarter to.



Match:



Quarter to 1
12:45



Quarter past 3
3:15



Quarter to 5
4:45



Quarter past 7
7:15



Quarter past 2
2:15